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ABSTRACT

Academic anxiety, person/group relations, and subject satisfaction were investigated in three secondary schools in various stages of curriculum reform: a traditional school, a school in which a short-course elective program was being implemented, and a school in which such a program was fully implemented. Attitude measures were completed by 482 students. Academic anxiety was highest at the traditional school and next highest at the school in the process of implementing an elective program. Person/group relations and subject satisfaction were also higher in these schools, for college preparatory students. Results were interpreted as indicating that content fragmentation and frequent regroupings tend to desynthesize and depersonalize courses, and that a high degree of classroom camaraderie may be more essential to psychological adjustment than is course content or the school calendar. (AA)

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SOCIAL-EMOTIONAL IMPACT OF SELECTED ENGLISH CURRICULA ON SECONDARY SCHOOL STUDENTS

An Independent Study
Presented to
Dr. Dwight Clark
School of Education
University of North Carolina at Greensboro

In Fulfillment
of the Requirements for
Education 692

by
Mrs. Lorene H. Painter
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PROLOGUE

"The conventional way to define curriculum is to refer to the variety of instructional activities planned and provided for pupils by the local school or school system. The definition is all right; it simply lacks vigor. Curriculum is a vital, moving, complex interaction of people and things in a free-wheeling setting. It includes questions to debate, forces to rationalize, goals to illuminate, programs to activate, and outcomes to evaluate."

J. Lloyd Trump and Delmas Miller, Secondary School Curriculum Improvement: Challenges, Humanism, Accountability. (Boston, Allyn and Bacon, 1973), p.13.

INTRODUCTION

Humanistic change in American secondary education has most recently focused on the student priority of individualization and choice in curriculum. Aside from the numerous internal classroom efforts of teachers to individualize through the use of pupil-teacher planning, programmed instruction, homogeneous grouping, learning activity packages or contracts, independent study, etc. -- the external curriculum program is also undergoing drastic revision. One such change is the revamping of traditionally required nine-month high school courses into short elective courses within a required framework designed for variety in offerings, relevancy in content, and flexibility in scheduling. According to George Hillocks, Jr. in Alternatives in English: A Critical Appraisal of Elective Programs, "Elective programs may well be one of the most significant developments in the English curricula of American high schools during the past decade."[1]

A survey from the United States Office of Education reports that the average number of courses per secondary pupil rose from 6.4 in 1960-61 to 7.1 in 1970-71 mainly as a result of the multiplicity of short courses introduced into the curriculum.[2] This rise in popularity of alternatives in high school English would seem indeed typical of the humanistic trend toward individualization in education which we are presently experiencing at all levels. Mescal Messmore has explained in the English Journal that now is a time of cyclic renewal, "...an evolution from the progressive education of forty years ago and a revolution from the content curriculum of the 1960's."[3] Glenys Unruh concurred in Educational Leadership that the curriculum projects of the sixties erred in their single-principle preoccupation with structure theory aimed initially at the minority of academically interested and able students.[4]

The major impetus toward humanistic change in English courses in particular was begun at the international Dartmouth Conference in 1966 with its thrust to involve the learner creatively in choosing and shaping his own learning experiences within a comprehensive linguistic environment.[5] Albert H. Marckwardt in The Bulletin of the National Association of Secondary Principals concludes from the Dartmouth experience that, "If there is a 'new English', it is to be found by re-examining and re-interpreting the child's experiences in language rather than by introducing new content as has been characteristic of curriculum change in certain other school subjects, notably mathematics, science, and geography."[6]

Aspirations for a "new English" did first take the form of adding content -- such as the history of the language, semantics, theories of grammar, the study of dialects and mass media -- to an area which was already top-heavy.

Those who favor the short-course elective system are more prone to stop agonizing over inner structure, sequence, or essential core experiences and to agree with the premise of G. Robert Carlsen in the English Journal that this subject is more like a massive jigsaw puzzle, a process-centered rather than goal-centered discipline, something we practice rather than acheive.[7] Advocates of a humanistic "new English" for the seventies are more concerned that students give responsible to shaping the curriculum, learn intelligent decision-making by electing wisely, and share their heterogeneity as a source of stimulation and creativity.

Any curricular program, innovative or traditional, merits frequent and careful evaluation to assess its relative effectiveness. Humanists contend that the curriculum should offer numerous alternatives for students, rather than expose them all to the same mechanistic mind-set and skill patterns. G. Robert Carlsen has characterized the young of our present counter-culture as neophyte humanists "...concerned with the quality of being, the quality of their relationships with others, and the quality of their inner lives."[8] This study is a direct attempt to assess the preceding in three different high school settings. This investigation was also designed to partially answer the 1968 query of John J. DeBoer in The Educational Forum as to whether the new short-course elective system "...who knows -- may relax some of the tensions we are creating in so many of our high school students."[9]

STATEMENT OF PROBLEM

This project was concerned with the problem of whether or not the innovative individualization of selected secondary English curricula through non-graded elective short-courses, as opposed to required heterogeneous grade-groupings with accelerated and basic classes in a selected traditional framework, significantly increased or decreased the factors of academic anxiety, person-group relationships, and subject--satisfaction for high school students.

DEFINITION OF TERMS

The following definitions were used consistently throughout this investigation. The use of terms was restricted to the meanings specified in this section:

Secondary English curriculum - All subject-matter and learning experiences in years 10, 11, 12 of undergraduate education which are organized into credit courses in reading, speaking, writing, listening, thinking.

Traditional framework - Secondary school organization embracing a general schedule of required and elective nine-month courses geared to specific grade levels.

Heterogeneous groupings - Classes to which students have been assigned randomly on the sole basis of required subject and age or grade level.

Accelerated classes - Assignment of superior students to particular enrichment or in-depth courses on the basis of standardized test scores, past acheivement, and potential predicted by faculty.

Basic classes - Assignment of students performing far below grade level to remedial or simplified courses on the basis of standardized test scores, past achievement, and faculty recommendation.

Innovative - "...(Involving) deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goals of the system."[10]

Individualization - Process or product of attempting to provide for human differences in abilities, needs, ambitions, and interests on intellectual, physical, social, and/or emotional levels.

Nongraded groupings - Classes to which students have been assigned or have elected which include a combination of age and grade levels.

Short courses - Required and elective quarter or semester subjects geared to specific topics of study with nongraded cross-groupings by grade and age levels.

Required - Obligatory in prescribed or adapted forms to achieve a definite goal.

Elective - Voluntarily chosen within the restrictions of a given number per category or stated pre-requisites.

Academic anxiety - Apprehension, frustration, and stress resulting from exposure and/or participation in the subject matter and learning experiences of a given segment of the school curriculum.

Person-group relationship - Imagined, perceived, and/or actual status in a particular segment of human society.

Subject satisfaction - Intrinsic or extrinsic motivation, relevancy, and enhancement of self-image attributed to a given learning situation.

HYPOTHESES

The study proceeded on the theoretical hypothesis that the factors of academic anxiety, person-group relationship, and subject-satisfaction differ significantly among adolescents in a traditional curriculum, in the first year of an innovative progrom, and in the second year of similar short-course elective individualization.

The operational hypothesis maintained that a higher level of academic anxiety existed in the traditional setting, an even higher level in the initiation of change, and a lower level than either of these two in the second year of innovation.

The operational hypothesis also maintained that an opposite effect would occur in relation to person-group relationships and subject-satisfaction, which would increase perceptibly from the traditional to the new to the reasonably stabilized change.

Other questions hopefully to be answered were which ability level(s) and which age or grade level(s) were most acutely affected in the particular areas and at what stages in curricular design these experiences were most evident.

DESCRIPTION OF PROJECT

High schools operating in the several stages of this humanistic transition toward individualization are a viable, intriguing, and sometimes perplexing part of professional education today. The survey of literature to follow substantiates the position that this is nearly a virgin area for educational research, i. e. there is little accumulation of validated experimental results to guide English or other curriculum planners in decisions regarding school organization and course arrangements. To test the previously stated theoretical and operational hypotheses, three local secondary schools in various stages of curriculum reform were selected for the collection and analysis of research data during the spring of 1974.

One school was relatively established and traditional in its nine-month course scheduel, cautious of change though eager to know experimental outcomes. A second school was engaged in its first year of massive consolidation and non-graded elective quarter courses. A third school had weathered the initial controversy of reform and was overtly devoted to the non-graded semester approach with courses ability grouped rather than students. The first was a somewhat smaller school distinguished by a warmer family-style rapport between faculty and students. The second had recently received state and national recognition for its impressively modern open-classroom construction. The third school had been noted for its relatively sophisticated use of technology, i. e. extensive audio-visual aids and an on-site television studio.

St. Stephen's High School, a predominently surburban-rural institution in Catawba County, had a traditional four-year curricular program which provided the standard courses required for secondary graduation in North Carolina and a limited selection of nine-month elective courses. See Appendix H. Twenty-five students from each grade were selected for one accelerated English class per grade on the basis of an intelligence quotient of 120 or higher,majority of A and B grades in related subject areas, achievement of at least two grade levels above present grade level, and the recommendations of past teachers. The Chairman of the English Department, who taught the accelerated classes, made the final decision as to which students would be selected. There was also a basic English class per grade for those students who evidenced the need for remedial help with reading and were referred by past teachers. Other students were heterogeneously grouped for a required nine-month English course each year. The enrollment last year in grades 10, 11, and 12 at St. Stephen's was six hundred students.

Freedom High School, a senior urban-surburban-rural consolidated institution in nearby Burke County, had this past year instituted a flexible curriculum with a variety of quarter courses given fractional time values relative to nine-month courses. Subjects were elective within the confines of so many quarter units from those categories required for North Carolina high school graduation. Secheduling for the required courses were flexible, and there were both required and elective selections available for all ability levels as well as those with various ambitions for the future. Some courses had prerequisites, and some were geared to the obligation of several quarters rather than one. The current catalog, which stressed the advantages of a more comprehensive curriculum, urged students to choose wisely and consult college requirements when planning course schedules. See Appendix I. Students received course orientations beyond catalog descriptions in that they might choose various courses in which to spend their study time as a preliminary to selecting courses. The enrollment last year at Freedom was approximately one thousand students.

Hickory High School, a senior urban-surburban center serving one city, was in its second year of a modified-elective semester system geared to levels of course difficulty, rather than ability levels of students who were strongly encouraged to choose discriminately. Students were required to obtain a minimum of points to satisfy graduation requirements, and courses varied somewhat in point value. Categories for required courses were, of course, geared to the North Carolina requirements for high school graduation though the range of "required electives" was considerable. College-bound students were strongly encouraged to consult with the Guidance Department. Students with special education and vocational needs were offered a modified curriculum. Parents were encouraged to assist students in selecting courses beyond the required subjects, which were recommended by teachers and counselors at registration on the basis of an individual's past achievement, abilities, and interests. See Appendix J . The enrollment last yeart at Hickory High was approximately eight hundred students.

The proposed project involved investigative background reading and standardized non-projective testing of English students in grades 10, 11, and 12 of these three secondary schools with comparison of inter/intrascholastic data as a result. Areas of vital concern were academic anxiety, person--group relationships, and subject satisfaction relative to the nature, style, and stage of the curricular pattern in action. Hopefully this manner of formative evaluation, if the hypotheses were proven valid, would serve as an impetus for change to traditional secondary schools and a note of encouragement to high schools in an early stage of transition. Otherwise the results could prove useful to those schools with any variation of short-course elective program which are seeking to improve or refine in so far as psychological implications for students are concerned.

Though somewhat different in immediate geographical background, school enrollment, scheduling, and architectural facilities

-- the three schools elected for the survey had in common their attempts at creating a more humane English curriculum through offering alternatives to oftimes frustrated youth who had in common the same basic developmental tasks and range of life concerns evidenced from Maine to Hawaii in the review of professional literature to follow. Administrators, high school teachers and students, as well college student teachers at St. Stephen's, Freedom, and Hickory evidenced a splendid interest and cooperation in the completion of this research project by contributing both to product and process. See Appendices A and B . Commonalities of concern and the possible value of such research to curriculum planning also led to personal encouragement and advice from the North Carolina Department of Public Instruction. See Appendix G .

SURVEY OF LITERATURE

Professional literature on the formal or scientific evaluation of affective outcomes for either traditional or innovative English programs was very difficult to trace and secure. This was partly due to an over-emphasis on cognitive assessment in traditional secondary programs which did evaluate and partly due to the fact that short-course elective programs have emerged during the past decade. Most literature was recent and periodical in nature with early positive accounts of the advantages of elective innovations and later accounts of various problems encountered with some possible solutions. Several state departments of public instruction have published mimeographs of guidelines and appraisals for secondary English departments, and microfiche of a limited number of documents were available from the Educational Resources Information Center of the National Council of Teachers of English. Very recent professional books on secondary curriculum and English methods included a brief explanatory section under student-centered innovations.

Only three formal research sources were available to this date, all noting the need for valid formative evaluation of both a cognitive and affective nature. The most complete and authoritative source appeared to be *Alternatives in English: A Critical Appraisal of Elective Programs* by George Hillocks, Jr., a state-of-the-arts paperback publication in 1972 by the National Center of Educational Research and Development of the United States Office of Education. *An Evaluation of Project APEX: A Nongraded Phase-Elective English Program* (Trenton, Michigan) by the same author attempted to compare certain aspects of APEX (Appropriate Placement for Excellence) with those of two traditional programs similar in socio-economic environment over a three-year period. The third source was microfiche of an unpublished thesis entitled *The Multiple Elective Program in English* written by R. Craig Hogan in partial fulfillment for the Master of Education Degree at Indiana University of Pennsylvania in 1971.

Another promising evaluation in 1973, "A Study of Attitudes and Performance of High School Students Enrolled in Elective English Programs," was discovered too late to include in this survey of literature. This study, now available from the Educational Resources Information Center (ED-082-232) compared affective and cognitive results among high schools with a traditional program, an elective program, and and elective program with prerequisite diagnostic-prescriptive remediation. Presumably at this time there are numerous such and similar research projects underway which would make further investigation of professional literature both an intellectual challenge and a practical advantage for those involved in planning and revising any discipline of secondary curriculum. Otherwise the literature surveyed was highly descriptive of the development of individual programs with their latent or observed strengths and weaknesses.

Selected positive accounts of short-elective innovations in English praised the fact that students had a smorgasbord of hopefully more relevant courses from which to tailor-make a personal curriculum, while teachers had the opportunity to specialize within the range of their talents.[11] The elective English programs were said to proliferate spontaneous alternatives within orderly process which lead to deeper involvement, commitment, and enjoyment for students.[12] Results seemed to show a decrease in discipline problems due to increased motivation and increased morale among faculty as the learning environment became informal, creative and autonomous.[13] Combinations of age groups resulted in more democratic groupings, students were exposed to more teachers, and a fresh start more often resulted in fewer failures.[14] Typical of evaluative procedures described in the periodical was the literature alternate-answer teacher questionnaire for students about their reactions in retrospect to course content and activities plus studies under compilation to compare college records of students before and after innovation.[15] According to an English Language Arts specialist at the Kansas Department of Education:

> First reports have been exciting, but as is so often true of innovations, most of them have been published either before the programs have actually begun or before they have had time to prove themselves. Seldom is a program reviewed after it has been working for two or three years, usually because the teachers and administrators involved are too busy with the momentum of it to write it up for publication.[16]

Selected problematic accounts of English short-elective programs had cited scheduling when other subjects remain on a traditional basis, deciding what content should be required of students, and the discriminate selection or expense of additional materials as major practical problems.[17] The new-era English had also been derisively termed "...Kitsch...a pop-cultural melange embracing everything..." which equated liberalizing oppressive school atmospheres with fostering intellectual development.[18] Another source, which noted growing discouragement with the individualization provided by English elective programs, posed that students had been deceived with misleadingly brief or incomplete catalog descriptions, by not providing choices within as well as among courses, and by not excerising the English teacher's basic responsibility of developing language arts skills on a needs basis whatever the course.[19]

Caution about curricular extremes had emerged which reminded educators that successful experiences for some students and faculty may be constraint for others so the options must truly vary in style, schedule, and emphasis.[20] Another source cited the necessity for additional faculty to provide registration counseling and smaller classes as well as the need for extended time and consultants to aid in planning truly effective courses.[21] According to the North Carolina Department of Public Instruction:

> Short courses...do not by themselves solve all the problems of the past. Already evident in some programs is a stodginess and growing traditionalism that pervaded most English programs before the advent of short courses. Many programs, unfortunately, are merely restatements of prior ones: content is the same; classroom methodology is still the same, 80% or more teacher--dominated; materials are the same; the four walls of the classroom have not yet expanded into the outside world..."[22]

The most exhaustive source of research about short-course electives in English was found to be Alternatives In English: A

Critical Appraisal of Elective Programs, as cited earlier. The report was based on a national survey in 1971 of seventy-six program descriptions from school systems in thirty-seven states, responses of eighty-four chairmen or supervisors of elective programs, and reports of such programs in a variety of journals. A collection of several or all student responses on scaled questionnaire items, usually prepared and administered by the classroom teacher, was found to be the most common mode of evaluation. Over twenty-seven percent of the respondent schools reported no attempt to evaluate, while some sixty-seven percent used only one method (written/oral) or none at all. Only seven programs made use of standardized tests which were cognitive in nature, and these showed no appreciable advantage of students in elective programs over those in traditional programs.[23]

Hillocks surmised that "Collecting student comments in an unsystematic fashion can result in considerable distortion... Evaluation is not a simple process. The use of only one or two procedures is probably as dangerous as using none."[24] Twelve programs submitted summaries of student attitude surveys which showed a highly positive reaction toward the idea of elective programs to which Hillocks concluded that "...Students consider any elective program preferable to non-elective, mandatory one... Results came reasonably close to a bell-shaped curve which might be expected in any program."[25] Hillocks cautioned that the weaknesses of the traditional program might well carry-over into the short-course elective programs unless offerings provide valid rationale, individualization within courses, and warm rapport with faculty. This source praised the English elective movement on the basis that many teachers had responded with an encouraging sense of professionalism in planning their own curricula, which alone made the movement worthy of effort. Recommendations included the following:

> A carefully constructed questionnaire, designed to get at all aspects of student attitudes and administered to permit students a degree of anonymity in revealing their attitudes, can be used effectively to estimate responses to particular classes and to the English program as a whole over a period of years...The items themselves and the administration of the questionnaire should be honest, permitting a student to make as negative a response as he wishes.[26]

The federally funded evaluation of Project APEX involved data on student attitudes, the nature of students' classroom experiences, and achievement in reading and writing. Standardized tests and composition samples were used to gauge the latter while questionnaires, classroom observations, and personal interviews were employed for data on attitudes and experiences. Though reading and writing scores at Trenton dropped from 1968 to 1969, they were still above and nearly the same as those of the two control schools. Though the differences in these scores were statistically significant, Hillocks did not consider them predictive. Students at Trenton, however, also reported a much wider range of class activities, a higher level of student-initiated talk in their classes, and a more positive attitude toward their English courses than students in the two traditional schools.[27]

Data from the Hillock study of APEX would seem to indicate that original curricular planning by teachers engendered a wider range of learning activities, that students were more willing to voice their ideas in a setting more nearly homogeneous in interest and ability, but that the most positive change was in attitude toward school subject. Hillock readily admitted, however, that "...degree of student talk cannot be an unqualified criterion for judging the success of a course or a program "[28] and that "...even without the elective program the attitudes of Trenton students were far more positive toward English than those of students in either of the control schools."[29] Adjacent findings showed a drop in strong interest in literature and grammar courses at Trenton from 1967-69, with no change in the attitude toward composition. Hillocksconcluded, however, from the significantly higher percentages of positive responses on the basis of attitude toward school subject and toward English class activities that Trenton students found their English courses more interesting, rewarding, practical, and enjoyable than students in the two control traditional schools.[30]

The thesis of R. Craig Hogan was a descriptive non-evaluative survey of multiple elective programs in eighty-one high schools across the nation compiled from the results of a questionnaire, course catalogs, and journal articles. The study was concerned with ascertaining the extent of the movement and details of course initiation, scheduling, ability grouping, skill requirements, credits, and manner of reporting progress.[31] Hogan also compiled data on the limited existence of English electives at the junior high level and on especially unique programs, such as in humanities and with modular scheduling.[32] He concluded that:

> There is a need of extensive testing of students to determine pupil progress and attitude in the new program. It also remains important for English teachers to concern themselves with the effectiveness of their methods in attaining...student interest in English, cultivation of a desire to use the English skills, and acquisition of a competency in these skill areas.[33]

From evidence cited earlier and that to follow, the literature of the short-course English elective program provided strong directives as to the specificity of evaluation. According to Hillocks who conducted both the national survey and APEX evaluation:

> What must concern us most is the nearly universal tendency to base the program on a series of unexamined assumptions. That traditional English programs were based on unexamined, even dangerous, assumptions is certainly no defense...Whether or not such positive responses will be maintained probably depends not so much on the freedom to choose, as on the character and quality or instruction in particular courses...With only a few exceptions, objectives continue to be so vague that many could apply to any course in the total high school curriculum.[34]

He cited as an example the ambiguous observation and questionnaire evaluation of pilot course-selectives in the Mount Diablo Unified School District in California. Assessment there was based on statements such as "good intellectual climate" and "appropriate proportion" which lack definition in a concrete form and are open to question as well as various interpretations.[35]

Donald Weise, however, strongly affirmed the integrity and valid participation of affective patron assessment in his recent statement in the English Journal that "Students are of course the ultimate evaluation of instruction."[36] Mary Dupuis in a later issue of the same periodical suggested that:

> "...We need to evaluate students on their attitudes as well as on the materials and skills covered, using a variety of forms of assessment...An ongoing series of inventories which will help us to determine attitudes can be scheduled at particular moments throughout the student's career."[37]

Mescal Messmore concurred and extended the proposition that:

> "Curriculum evaluation -- something not always successfully handled in the schools -- has also changed as a result of elective programs. Some schools are involving parents, as well as students and faculty, in evaluation of the offerings in language arts...Some schools use questionnaires and some have developed a group process with delegates who represent the interests of the various populations. Clearly we see the development of new methods of curriculum and course evaluation in the future.[38]

RESEARCH PROCEDURE

This particular research project involved the use of standardized affective tests, with interviews and questionnaires for faculty, to determine the social-emotional impact of selected English curricula on secondary school students. Upon the permission of each administrative unit, building principal, and English Department Chairman involved -- a plan was implemented to administer the three validated instruments (State-Trait Anxiety Inventory, Person-Group Relationship Scale, and Purdue Attitude Scale Toward Any School Subject) to a random sampling of one in every five high school students. The administration of the instruments was purposefully scheduled when students were sufficiently advanced in their year, semester, or quarter to be cognizant of course intent and familiar with the class setting.

The survey included all senior high tracks or phases and ability levels with a return of 482 questionnaires, nearly twenty percent, from a total school enrollment of approximately 2500 students. The department chairmen in the three high schools were interviewed briefly; and each completed an original written questionnaire on background to their present curricular status, problems and promise at this time, and future plans for assessing and/or changing the existing systems. See Appendix F .

No title or explanation was given to students with the administration of the three tests other than that they were part of a survey for a graduate student. Students were asked to remain anonymous though several made notations on the back of the test sheet. Students were asked to specify the name of their school, year in school, sex, curricular track or phase in which they found themselves, grade in English last year, and predicted grade for English course(s) now being completed. This information was used later to serve as key items or variables for tabulating data to assess differences between means. The total of ten variables for computer programming and processing included the preceding plus plus scores indicating anxiety, attraction, acceptance, and attitude. Totals, means, standard deviations, etc. were ascertained through use of a Digital PDP8 Computer on the campus of Lenoir Rhyne College.

A nonparametric t test was also administered to determine significant differences between the means obtained from the data. This was appropriate, according to Guilford and Fruchter's _Fundamental Statistics in Psychology and Education_, since the numbers of the three samples did not differ markedly, and the samples had no markedly differing variances other than the key items under consideration. The assumption of random normalcy for this sample population was based on the fact that a cross--section of _all_ English students in the three high schools were surveyed, and _all_ secondary students in North Carolina must choose the equivalent of one unit of English credit per year.[39]

Data analyses were then organized into a series of thirty-three tables, twelve of which are interspersed with the text for documentation and clarification. Returns from the three schools showed a balanced spread of 148 from St. Stephen's, 173 from Freedom, and 161 from Hickory. The computer excluded tabulation and analysis of some items to be answered by DEF students at the St. Stephen's High School because they were not answered as directed and therefore had not been keypunched.

INSTRUMENTATION

The Buros' Mental Measurements Yearbook (1972) and Buros' Tests in Print (1961) were consulted for appropriate selection of the following instruments to measure adolescent or adult degree of academic anxiety, attraction or acceptance of persons within a group, and attitude toward school subject:

State-Trait Anxiety Inventory (Appendix C)
Person-Group Relationship Scale (Appendix D)
Purdue Attitude Scale Toward Any School Subject (Appendix E)

All three tests proved to be brief and convenient to administer. Unfortunately, however, the manuals accompanying these tests recommended hand scoring which delayed for several weeks the knowledge of tabulated results necessary for completion of key-punch cards and computer programming.

The State-Trait Anxiety Inventory was constructed by C. D. Spielberger and R. L. Gorsuch at Vanderbilt University in 1964 with test-development activities shifting to Florida State University in 1967. These multiple-choice instruments of twenty items each were designed to measure tension and apprehension in response to situations perceived as threatening. Form X-2 which required respondents to indicate how they feel at a particular moment in time (not how they generally feel) was chosen for this survey. Various studies involving high school and college students as well as patient and military populations have been used in the validation of this inventory with a high correlation between the results and those of previously standardized personality tests. Scoring involved determining the sum of the ten items directly designed as stable distractors, subtracting the sum of ten reversed items included to describe anxiety, and adding an appropriate constent. Scores could then possibly range from a low anxiety level of ten to a high anxiety level of ninety.[40]

The Person-Group Relationship Scale, conceptualized by Jay Jackson in 1959, was established as valid and reliable by a report of Martin Felsen and Arthur Blumberg to the American Educational Research Association in 1973. This instrument, which consisted of seventeen items, involved a two dimensional scheme for characterizing the type of psychological group membership an individual holds on the basis of attraction (desire to remain or engage with a group) and the basis of acceptance (recognition of belongness and ability to contribute). The validating study, sponsored by

Syracuse University, submitted data collected from high school seniors to an analysis which substantiated the two factors as relatively independent entities and showed a high correlation of Person-Group scores with those from other validated instruments designed to test perceptions of group membership. The two scores here were derived by adding separately the Likert-type responses to attraction and acceptance items. Attraction scores could range from a minimum score of ten to a maximum score of ninety. Acceptance scores had a possible range of seven (low) to sixty-three (high).[41]

The Purdue Master Attitude Scales, available since 1934, were based on Thurstone's psychological principle that equally often observed differences are equal. The Scale Toward Any School Subject, one of a group of nine directed toward other life areas, was composed of seventeen items which the respondents were asked to endorse or reject. The median scale value of the items endorsed was the attitude score. A table of scale values as well as information about rationale, validity, and reliability were included in the manual. In short, the Purdue Attitude Scales by H. H. Remmers have been validated numerously by differentiating among attitudes known to be different among different groups and against available Thurstone scales which are considerably longer. Experimental study has proven that a smaller number of items does not appreciably lower the reliability of the instrument as compared to the full-length scale.[42]

INTERPRETATION OF DATA

The theoretical hypothesis upon which this study was based proposed that the factors of academic anxiety, person-group relationships, and subject satisfaction would differ significantly among adolescents in a traditional English curriculum, in the first year of an innovative program, and in the second year of similarly innovative short-course electives. Pertinent data to support this position has been summarized in Table I. Mean scores on attitude toward school subject as well as attraction and acceptance in the class group were found to be significantly higher to levels of .01 and .05 at the traditional St. Stephen's High School than at the newly innovative Freedom or the more established Hickory school. Degree of academic anxiety was found to be slightly higher at St. Stephen's, but not to a t level of significance in comparison with the other two schools.

The first operational hypothesis of the study stated that a higher level of academic anxiety would exist in the traditional setting, an even higher level in the initiation of change, and a lower level than either of these two in the second year of innovation. The results of tests performed on the data would indicate that a portion of this hypothesis must be rejected. See Table I. Though the mean score for academic anxiety was slightly higher in the traditional school, the mean score at

TABLE I

COMPARISON OF TOTAL MEAN SCORES FOR THE THREE SCHOOLS ON FOUR TESTS ADMINISTERED

	ST. STEPHENS		FREEDOM		HICKORY			
DEPENDENT VARIABLE	MEAN	STAN. DEV.	MEAN	STAN. DEV.	MEAN	STAN. DEV.	t	LEVEL OF SIG.
Attitude to Subject	7.910	.916	7.440	1.556			3.219	.01
	7.910	.916			7.568	1.410	2.496	.05
			7.440	1.556	7.568	1.410	0.786	NS
Attraction	62.689	11.222	59.815	14.670			1.940	NS
	62.689	11.222			58.770	16.437	2.417	.05
			59.815	14.670	58.770	16.457	0.611	NS
Acceptance	47.284	8.094	44.723	10.847			2.357	.05
	47.284	8.094			45.255	11.643	1.758	NS
			44.723	10.847	45.255	11.643	0.431	NS
Academic Anxiety	64.858	7.649	63.809	9.213			1.095	NS
	64.858	7.649			63.398	9.378	1.488	NS
			63.809	9.213	63.398	9.378	0.403	NS

the school undergoing initiation of change was at a somewhat lower level, which varied little with the mean score of the school with the more stabilized but innovative curriculum. Comparison did indicate, however, that the third relatively stabilized school exhibited a lower mean anxiety score than either of the two other schools.

Results here might well have been influenced by the time of year when the test was administered. The school with the new curriculum had been in operation for seven months allowing time for initial apprehensions to fade and for students to have earned a definite two-thirds of their final composite yearly grade in English. The traditional school, on the other hand, was nearing the last critical grading period of the school year which would determine for many students the substantial nature of their year's average in English.

The second operational hypothesis of the study maintained that person-group relationships and subject satisfaction would increase perceptibly from the traditional school to the new school to the one with reasonably stabilized change. A major portion of this hypothesis must also be rejected. See Table I. Mean scores for both attraction and acceptance proved to be higher to a .05 level of significance at the traditional school than at either of the other two schools. Mean scores for attitude toward school subject differed to a .01 level of significance between the traditional school with the highest mean of the three, and the new school with the lowest mean of the three. The mean of the traditional school also differed to a .05 level of significance from the lesser mean of the school with the more stabilized curriculum, though the mean of the latter school is higher than that of the new one.

Results here appeared to have been strongly influenced by the choice of the particular traditional school involved in the study. St. Stephen's High School was the smallest of the three in enrollment, was attended by students more generally similar in socio-economic background than the other two schools, and had no black students as a result of its geographical setting. The school had fewer elementary feeder schools than the other two, so many of these pupils quite probably were acquainted with each other prior to ninth grade which this school has though the others do not. This information, plus the fact that these students had been in the same English classes together for seven months, could serve to explain the higher mean scores on person-group relationships.

A higher mean score on attitude toward school subject at the traditional school than at either of the innovative schools might have been the result of a warmer rapport which could develop when total enrollment is fewer, number of English faculty is reduced, and there is prolonged daily contact with one subject taught by one teacher. Undoubtedly students identify subjects with teachers and do transfer feelings about the latter to the former. Otherwise students in the traditional school knew from years of experience what to expect from their traditional English courses. These specific courses were required, so there was no matter of a decision to later regret or other courses not chosen to envy.

Both innovative schools included only grades 10 to 12 and were mass consolidations, one of an entire city and the other of half a county. Both innovative schools by nature of their districts also enrolled students from a wider socio-economic range, and each had a black enrollment of at least twenty-five percent. This, plus the change of classmates twice or three times a year, could account for the lower means in attraction and acceptance at the two schools. A slightly higher attraction mean at Freedom could result from new friends and the physical novelty of the building, while a slightly higher acceptance mean at Hickory High could result from the fact that the school was well established and incorporated students from two local junior highs though Freedom had consolidated four widely spread senior high schools last year.

Lower and similar means in attitude toward school subjects at Hickory and Freedom might serve as illustrations of evaluative criticism, common in elective short-course literature, that many of the offerings were misrepresented in catalog descriptions and that many were mere sub-divisions of past traditional courses which had been favorites of certain teachers. Another influential factor was that students were sometimes assigned second and third choices at registration because the most popular courses had been filled early. This information -- plus a possible disenchantment that English courses were still English courses by whatever name, content, or procedure -- might account for the unexpected response of a lower mean in attitude toward school subject at the two innovative schools.

Other questions posed with the hypothesis to be examined were which ability level(s) and which age or grade level(s) were most acutely affected in the particular areas and at which stages of curriculum design these experiences would be most evident. Data collected and analyzed on track or phase (college preparatory, pre-vocational, general, basic skills) in which students found themselves, on grade(s) received in English courses last year, and on predicted grades in English course(s) now in progress was used for ability-level comparisons. Data on grade in school was used as the basis for the age comparison. In each case data was collected, analyzed, and compared both within the individual schools and among the three schools in question.

Data on Academic Anxiety

Comparisons on the basis of both ability level designates showed that upper level students in the three schools registered more anxiety than those categorized or performing at a lower level. Both comparisons within individual schools on the basis of track or phase and within schools on the basis of predicted grade(s) in English courses this year showed a striking similarity in mean scores on academic anxiety, nearly a graduated scale from upper to lower levels. See Tables II and III.

College preparatory students and those anticipating AB grades registered the highest anxiety mean scores in the traditional school, at a .001 level of significance between the college preparatory and prevocational means and a .05 level of significance between the college preparatory and general means. The college preparatory mean was the highest in the study, 66.754 of a possible ninety. Basic skills students at St. Stephen's registered a higher anxiety mean (64.727) than either the prevocational or general groups though this did not correlate significantly with any other scores, and prevocational students exhibited the least anxiety (59.083) of any track at this school.

Anxiety means at St. Stephen's would suggest that the college preparatory, general, and basic skills components were apprehensive, perhaps grade-conscious, in their courses. The prevocational group might have found that curriculum more suitable to their needs, interests, abilities, and ambitions than students in the other three tracks; or the prevocational program might actually be less challenging. In any case, anxiety scores here could result from the prospect of fewer opportunities to take different English courses, a longer time investment for failures or repetitions, and a meager number of suitable courses for potential drop-outs

TABLE II

COMPARISON OF ACADEMIC ANXIETY MEANS WITHIN INDIVIDUAL SCHOOLS ON BASIS OF ABILITY LEVEL OR TYPE OF CURRICULUM

SCHOOLS	COLLEGE PREP		PRE-VOC		GENERAL		BASIC SKILLS		t	LEVEL OF SIG.
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
St. Stephens	66.754	6.938	59.083	7.025					3.484	.001
	66.754	6.938			63.786	7.931			2.212	.05
	66.754	6.938					64.727	7.824	.872	NS
			59.083	7.025	63.786	7.931			1.872	NS
			59.083	7.025			64.727	7.824	1.742	NS
					63.786	7.931	64.727	7.824	.355	NS
Freedom	64.636	9.909	62.150	8.468					1.046	NS
	64.636	9.909			62.902	7.321			1.015	NS
	64.636	9.909					53.500	3.536	1.573	NS
			62.150	8.468	62.902	7.321			.352	NS
			62.150	8.468			53.500	3.536	1.365	NS
					62.902	7.321	53.500	3.536	1.764	NS
Hickory	65.650	9.005	61.182	7.707					2.142	.05
	65.650	9.005			59.727	9.888			3.171	.01
	65.650	9.005					54.167	4.355	3.072	.01
			61.182	7.707	59.727	9.888			.571	NS
			61.182	7.707			54.167	4.355	2.061	.05
					59.727	9.888	54.167	4.355	1.319	NS

TABLE III
COMPARISON OF ACADEMIC ANXIETY MEANS WITHIN SCHOOLS ON BASIS OF PREDICTED GRADE IN ENGLISH THIS YEAR

SCHOOLS	AB		BC		CD		DEF		t	LEVEL OF SIGN.
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
St. Stephens	65.634	7.185	63.521	8.834					1.517	NS
	65.634	7.185			63.714	2.289			0.697	NS
			63.521	8.834	63.714	2.289			0.057	NS
Freedom	65.260	9.784	62.214	8.157					1.964	.05
	65.260	9.784			60.200	7.321			1.907	NS
	65.260	9.784					63.000	12.728	0.318	NS
			62.214	8.157	60.200	7.321			0.855	NS
			62.214	8.157			63.000	12.728	0.128	NS
					60.200	7.321	63.000	12.728	0.429	NS
Hickory	66.705	8.143	61.264	8.865					3.689	.01
	66.705	8.143			55.882	7.944			4.988	.001
	66.705	8.143					46.667	10.066	4.110	.001
			61.264	8.865	55.882	7.944			2.200	.05
			61.264	8.865			46.667	10.066	2.704	.01
					55.882	7.944	46.667	10.066	1.683	NS

in the area of basic skills.

At the newly innovative school, college preparatory students and those anticipating AB grades also exhibited the highest degree of anxiety, their mean score significantly different (at a .05 level) from those in the BC group. See Tables II and III. Scores of prevocational and general students were similar, with basic skills students at Freedom showing the least amount of anxiety (53.500) registered among tracks or phases in the three schools. However DEF students at Freedom registered a higher degree of anxiety (63.000) than those in the same group at the other two schools, comparable to anxiety means of general, BC, and CD groups at St. Stephen's and much higher than the mean for the basic skills group at Freedom (53.500). Data here could indicate that the college preparatory or AB groups are more conscious of academic achievement than the other groups, or that they had selected courses which were challenging to them. The apprehension of the DEF group might be the result of continuing adjustment to a new school situation or poor course choices for them.

College preparatory and AB students at Hickory High scored the highest anxiety means at that school. The AB mean was the second highest registered 66.705 of a possible ninety in the study. Various correlations to .05, .01, and .001 were in evidence with the most striking differences between the AB, CD and AB, DEF groups. See Tables II and III. The mean of the basic skills group (54.167) at Hickory was markedly higher than that of the DEF group (46.667), which was the lowest anxiety score in the study with a possible low of forty. Here again the academically conscientious student concerned with achievement revealed his apprehension or indicated that his choices of courses had proved challenging. The difference in basic skills and DEF mean scores would seem to indicate that the less capable students were moderately challenged by their course choices, but that the DEF students were either secure in their knowledge of passing their course choices or resigned to their fate.

Comparisons among the schools showed that to a level of .05 significance St. Stephen's general and basic skills students had a higher level of academic anxiety than the same groups at Hickory High for possible reasons cited earlier. On the basis of predicted grade(s) in English courses at that time, the St. Stephen's CD group also scored to a level of .05 significance above the Hickory CD group which was probably due to their apprehension that the last critical grading period of the year was pending.

Academic anxiety within schools on the basis of grade(s) in English last year showed the St. Stephen's AB group to have a score .01 higher in significance than the BC group there and the Freedom AB group to have a score .05 higher in significance than the CD group there for possible reasons cited earlier. See Table IV. Hickory's mean score for the AB group was higher

TABLE IV

COMPARISON OF ACADEMIC ANXIETY MEANS WITHIN INDIVIDUAL SCHOOLS ON BASIS OF GRADE IN ENGLISH LAST YEAR

SCHOOLS	AB		BC		CD		DEF		t	LEVEL OF SIGN.
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
St. Stephens	66.364	6.980	62.377	8.524					2.996	.01
	66.364	6.980			64.714	3.094			0.614	NS
			62.377	8.524	64.714	3.094			0.707	NS
Freedom	64.972	9.763	62.894	8.550					1.254	NS
			62.894	8.550	59.833	5.783			1.379	NS
	64.972	9.763			59.833	5.783			2.153	.05
Hickory	65.444	8.508	62.478	9.676					1.821	NS
	65.444	8.508			58.318	9.653			3.396	.001
	65.444	8.508					53.333	9.238	2.392	.05
			62.478	9.676	58.318	9.653				NS
			62.478	9.676			53.333	9.238	1.558	NS
					58.318	9.653	53.333	9.238		NS

to a .001 level of significance than the CD group and to a .05 level higher than the DEF group there. The anxiety mean for the DEF group at Hickory based on grade in English last year was higher (53.333) than the mean based on predicted grade in English at that time (46.667) which could be interpreted that past experience was more of a reality to this group than conjecture.

Comparisons of academic anxiety within the school on a basis of age or grade level showed that apprehension steadily increased at St. Stephen's with that of twelfth graders a .05 level of significance higher than that of tenth graders. See Table V. Tenth graders at Freedom were the most apprehensive, to a .05 level of significance, as compared to either eleventh or twelfth graders. Hickory twelfth graders exhibited the most anxiety followed by that of tenth graders. Comparisons among schools showed the most significant variation to be that of the anxiety mean of twelfth graders (66.805) at St. Stephen's which was significantly (.05 level) higher than the anxiety mean of twelfth graders at Freedom (63.500).

The apprehension of tenth graders at Freedom and Hickory could result from their first year in a different school with a novel curriculum. Lower apprehension among tenth graders at St. Stephen's might well result from a previous year at the school and its traditional course offerings. A higher level of anxiety among St. Stephen's and Hickory seniors could reflect the

TABLE V

COMPARISON OF ACADEMIC ANXIETY MEANS WITHIN AND AMONG SCHOOLS ON BASIS OF AGE OR GRADE LEVEL

GRADE LEVEL	ST. STEPHENS			FREEDOM			HICKORY			t	LEVEL OF SIGN.
	10	11	12	10	11	12	10	11	12		
within same school											
10-11	63.508	65.048								1.004	NS
10-12	63.508		66.805							2.023	.05
11-12		65.048	66.805							1.179	NS
10-11				66.250	62.525					2.187	.05
10-12				66.250		62.500				2.348	.05
11-12					62.525	62.500				.014	NS
10-11							63.250	62.487		.373	NS
10-12							63.250		64.014	.460	NS
11-12								62.487	64.014	.776	NS
among schools											
10-10	63.508			66.250						1.825	NS
10-10	63.508						63.250			.160	NS
10-10				66.250			63.250			1.879	NS
11-11		65.048			62.525					1.414	NS
11-11		65.048						62.487		1.329	NS
11-11					62.525			62.487		.018	NS
12-12			66.805			62.500				2.506	.05
12-12			66.805						64.014	1.637	NS
12-12						62.500			64.014	.914	NS

usual secondary anxiety about commencement and college admissions, while the lower level among Freedom seniors could possibly mean that their "open classroom" program to develop independence, confidence, and responsible attitudes was succeeding.

Data on Person-Group Relationships

Comparisons on the basis of both designates to signify person-group relationships, (attraction and acceptance), showed higher means for college preparatory students graduating downward to much lower means for basic skills. See Tables VI and VII. The mean attraction score of college preparatory students at St. Stephen's (65.710) showed a significant difference (.05) from that of general students (60.821) and from that (.01 level) of basic skills students (55.636) at that school, with a possible range of scores from ten to ninety. The college preparatory acceptance mean (48.623) at St. Stephen's indicated a significant difference (.001) when compared with that of the basic skills group (41.455), with a possible range of scores from seven to sixty-three. The attraction and acceptance scores ranged higher in every track or phase at St. Stephen's than at the other two schools which could be attributed to the social, economic, and racial homogeneity of this traditional setting.

Attraction means at Freedom from the college preparatory group were significantly higher (.05 level) than those of the general group. See Table VI. At Hickory, the college preparatory

TABLE VI

COMPARISON OF PERSON-GROUP RELATION MEANS (ATTRACTION) WITHIN INDIVIDUAL SCHOOLS ON BASIS OF ABILITY LEVEL OR TYPE OF CURRICULUM

SCHOOLS	COLLEGE PREP		PRE-VOC		GENERAL		BASIC SKILLS			LEVEL OF SIGN.
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	t	
St. Stephens	65.710	9.563	60.500	8.909					1.737	NS
	65.710	9.563			60.821	12.009			2.513	.05
	65.710	9.563					55.636	14.355	2.959	.01
			60.500	8.909	60.821	12.009			.086	NS
			60.500	8.909			55.636	14.355	.941	NS
					60.821	12.009	55.636	14.355	1.241	NS
Freedom	61.882	14.656	57.400	13.430					1.264	NS
	61.882	14.656			56.171	14.668			2.115	.05
	61.882	14.656					45.000	1.414	1.614	NS
			57.400	13.430	56.171	14.668			.311	NS
			57.400	13.430			45.000	1.414	1.244	NS
					56.171	14.668	45.000	1.414	1.051	NS
Hickory	62.440	15.218	51.864	16.459					2.883	.01
	62.440	15.218			53.970	17.107			2.666	.01
	62.440	15.218					49.333	18.228	2.005	.05
			51.864	16.459	53.970	17.107			.446	NS
			51.864	16.459			49.333	18.228	.314	NS
					53.970	17.107	49.333	18.228	.589	NS

TABLE VII

COMPARISON OF PERSON-GROUP RELATION MEANS (ACCEPTANCE) WITHIN INDIVIDUAL SCHOOLS ON BASIS OF ABILITY LEVEL OR TYPE OF CURRICULUM

SCHOOLS	COLLEGE PREP		PRE-VOC		GENERAL		BASIC SKILLS		t	LEVEL OF SIGN.
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
St. Stephens	48.623	6.531	46.750	10.001					.827	NS
	48.623	6.531			46.893	8.444			1.281	NS
	48.623	6.531					41.453	10.949	2.987	.01
			46.750	10.001	46.893	8.444			.051	NS
			46.750	10.001			41.453	10.949	1.158	NS
					46.893	8.444	41.455	10.949	1.824	NS
Freedom	46.355	10.800	40.150	12.089					2.301	.05
	46.355	10.800			42.683	9.789			1.892	NS
	46.355	10.800					42.500	4.950	.499	NS
			40.150	12.089	42.683	9.789			.862	NS
			40.150	12.089			42.500	4.950	.260	NS
					42.683	9.789	42.500	4.950	.026	NS
Hickory	47.550	10.378	42.091	12.917					2.113	.05
	47.550	10.378			42.212	11.924			2.447	.05
	47.550	10.378					35.333	16.318	2.665	.01
			42.091	12.917	42.212	11.924			.035	NS
			42.091	12.917			35.333	16.318	.031	NS
					42.212	11.924	35.333	16.318	1.189	NS

attraction mean (62.440) was significantly higher (.01 level) for the college preparatory group as opposed to the prevocational (51.864) and general (53.970) groups and higher (.05 level) when compared to the basic skills group (49.333). Acceptance means at Hickory were significantly higher (.05 level) for the college preparatory group when compared to the prevocational group, higher (.05 level) when compared to the general group, and higher (.01) when compared to the basic skills group. See Table VII. A reasonable explanation for this situation might be the better self-image usually attributed to college-bound students. Comparisons among schools revealed little other than that general students at St. Stephen's felt more accepted (.05 level of significance) than general students at Freedom and Hickory and were more attracted (.05 level) to their classmates than were students at the Hickory school.

Mean scores for attraction and acceptance on the basis of present grade predicted in English followed much the same pattern at that for data analyzed by track or phase, with the exception of the mean for DEF students at Hickory High sho scored higher than those from the other schools, but not significantly so. This could be the result of voluntary grouping with more congenial classmates through course choices. Also in the Hickory data, AB students scored higher (.05 level) than BC and than CD students in attraction and higher than CD students (.01 level) in acceptance. This might mean that upper level students at Hickory had ability-grouped or segregated themselves with like-kind through course choices, that they took a superior view of themselves socially, or that they were actually more secure in human relationships. Comparisons of predicted-grade data among schools showed that BC students at St. Stephen's were more attracted (at a .05 level) to their classmates than the same group at Hickory which was the same with the data on attraction for the general tracks at these two schools.

Comparisons among schools on the basis of grade(s) received in English last year showed a higher attraction mean for BC students at St. Stephen's as compared to BC students at Freedom and Hickory (to the .05 level) and a higher acceptance mean for the same group over BC students at Freedom (.05 level). This could be just an extension of the general aura of congeniality surrounding person-group data from the traditional school, or these students might have had acquaintance of long-standing from community life, feeder schools, or classes together since nineth grade. Comparisons of attraction means within schools revealed that the desire to remain or engage with class groups was highest overall at St. Stephen's, increasing gradually to a .01 level of significance from grade 10 (60.000) to grade 12 (66.765), which could again be attributed to the social, economic, and racial homegeneity of the school. See Table VIII.

TABLE VIII
COMPARISON OF PERSON-GROUP RELATION MEANS (ATTRACTION) WITHIN AND AMONG SCHOOLS ON BASIS OF AGE OR GRADE LEVEL

GRADE LEVELS	ST. STEPHENS			FREEDOM			HICKORY			t	LEVEL OF SIG.
within	10	11	12	10	11	12	10	11	12		
10-11	60.000	62.881								1.246	NS
10-12	60.000		66.756							3.055	.01
11-12		62.881	66.756							1.743	NS
10-11				62.417	58.271					1.483	NS
10-12				62.417		58.611				1.401	NS
11-12					58.271	58.611				.124	NS
10-11							58.750	56.487		.632	NS
10-12							58.750		60.057	.425	NS
11-12								56.487	60.057	1.096	NS
among											
10-10	60.000			62.417						.987	NS
10-10	60.000						58.750			.458	NS
10-10				62.417			58.750			1.191	NS
11-11		62.881			58.271					1.672	NS
11-11		62.881						56.487		2.092	.05
11-11					58.271			56.487		.552	NS
12-12			66.756			58.611				3.296	.01
12-12			66.756						60.057	2.407	.05
12-12						58.611			60.057	.524	NS

At Freedom the mean attraction score was highest in the tenth grade and lowest in the eleventh grade with a slight increase over the eleventh in grade twelve. See Table VIII. Hickory data showed the lowest attraction mean in grade eleven with that of grade twelve higher than grade ten. Presumably attraction scores in grade eleven dropped at the two innovative schools because the novelty of a frequent change in classmates had diminished, and the shorter courses provided less time for social adjustment. The mean scores of eleventh (62.881) and twelfth (66.765) graders at St. Stephen's were significantly higher (at a .05 level) than eleventh (56.487) and twelfth (60.057) graders at Hickory High with a .01 level of significance difference between mean scores of twelfth graders at St. Stephen's and Freedom (58.611). Again this might well be the effect of diminishing novelty or less time for socialization though unfortunate groupings through poor course choices could be deemed accountable.

Comparisons of acceptance mean scores showed that a recognition of belongness and ability to contribute was similar to mean attraction scores among grade levels at the three schools. See Table IX . Students at St. Stephen's obtained overall higher acceptance scores with the highest score in the survey for eleventh graders there (48.667). Presumably this resulted from length of acquaintance and the fact that certain required year-long courses taught in sequence could group many of the

TABLE IX

COMPARISON OF PERSON-GROUP RELATION MEANS (ACCEPTANCE) WITHIN AND AMONG SCHOOLS ON BASIS OF AGE OR GRADE LEVEL

GRADE LEVEL	ST. STEPHENS			FREEDOM			HICKORY				LEVEL OF SIGN.
within	10	11	12	10	11	12	10	11	12	t	
10-11	46.400	48.667								1.335	NS
10-12	46.400		47.268							.546	NS
11-12		48.667	47.268							.807	NS
10-11				45.383	44.339					.497	NS
10-12				45.383		44.407				.488	NS
11-12					44.339	44.407				.034	NS
10-11							46.308	42.769		1.496	NS
10-12							46.308		45.857	.207	NS
11-12								42.769	45.857	1.282	NS
among											
10-10	46.400			45.383						.571	NS
10-10	46.400						46.308			.051	NS
10-10				45.383			46.308			.436	NS
11-11		48.667			44.339					2.042	.05
11-11		48.667						42.769		2.642	.05
11-11					44.339			42.769		.661	NS
12-12			47.268			44.407				1.575	NS
12-12			47.268						45.857	.666	NS
12-12						44.407			45.857	.702	NS

same students together for a second time during that year, i. e. algebra, foreign language, and vocational courses. At Freedom tenth graders scored highest on acceptance (45.383) with the lowest mean score in grade eleven (44.339).

The Hickory acceptance mean also dropped in grade eleven but was relatively higher than that at Freedom in the twelfth grade. The lower scores in grade eleven at the innovative schools would seem to have resulted from frequent course regroupings, sometimes in courses which were second or third choices at registration. Another factor cited earlier would be general lack of homogeneity in social backgrounds which appears to serve as a strong unifying factor at the traditional school. Comparisons among schools re-emphasized the situation with a difference significant at the .05 level between the high acceptance mean of eleventh graders at St. Stephen's (48.667) and those at Freedom (44.339) as well as between eleventh graders at St. Stephen's and those at Hickory (42.769).

Data on Attitude Toward School Subject

Data collected and analyzed on attitude toward school subject at the three schools proved more puzzling in interpretation than that for either the degree of academic anxiety or person-group relationships. See Tables X, XI and XII. Theoretically for this study and from a review of the literature, one would have expected students with the presumably more motivating and relevant short-

TABLE X

COMPARISON OF ATTITUDE TOWARD SUBJECT MEANS WITHIN INDIVIDUAL SCHOOLS ON BASIS OF ABILITY LEVEL OR TYPE OF CURRICULUM

SCHOOLS	COLLEGE PREP		PRE-VOC		GENERAL		BASIC SKILLS		t	LEVEL OF SIGN.
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
St. Stephens	8.099	0.827	7.958	1.086					0.509	NS
	8.099	0.827			7.743	0.905			2.273	.05
	8.099	0.827					7.527	1.146	1.979	NS
			7.958	1.086	7.743	0.905			0.710	NS
			7.958	1.086			7.527	1.146	0.885	NS
					7.743	0.905	7.527	1.146	0.679	NS
Freedom	7.544	1.585	7.010	1.742					1.353	NS
	7.544	1.585			7.417	1.364			0.450	NS
	7.544	1.585					6.500	1.980	0.910	NS
			7.010	1.742	7.417	1.364			0.980	NS
			7.010	1.742			6.500	1.980	0.371	NS
					7.417	1.364	6.500	1.980	0.884	NS
Hickory	7.723	1.243	7.827	1.045					0.363	NS
	7.723	1.243			7.167	1.644			2.032	.05
	7.723	1.243					6.250	2.680	2.543	.05
			7.827	1.045	7.167	1.644			1.642	NS
			7.827	1.045			6.250	2.680	2.132	.05
					7.167	1.644	6.250	2.680	1.092	NS

TABLE XI

COMPARISON OF ATTITUDE TOWARD SUBJECT MEANS WITHIN SCHOOLS ON BASIS OF PREDICTED GRADE IN ENGLISH THIS YEAR

SCHOOLS	AB		BC		CD		DEF			LEVEL OF SIGN.
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	t	
St. Stephens	8.029	0.926	7.727	0.902					1.838	NS
	8.029	0.926			7.586	0.652			1.231	NS
			7.727	0.902	7.586	0.652			0.392	NS
Freedom	7.636	1.431	7.252	1.583					1.538	NS
	7.636	1.431	7.252	1.583	6.827	2.110			1.886	NS
	7.636	1.431					7.500	1.414	0.132	NS
	7.636	1.431			6.827	2.110			0.844	NS
			7.252	1.583			7.500	1.414	0.215	NS
					6.827	2.110	7.500	1.414	0.412	NS
Hickory	7.907	1.184	7.277	1.430					2.803	.01
	7.907	1.184			7.318	1.363			1.813	NS
	7.907	1.184					4.200	2.252	5.059	.001
			7.277	1.430	7.318	1.363			0.101	NS
			7.277	1.430			4.200	2.252	3.427	.01
					7.318	1.363	4.200	2.252	3.088	.01

TABLE XII

COMPARISON OF ATTITUDE TOWARD SUBJECT MEANS AMONG SCHOOLS ON BASIS OF ABILITY LEVEL OR TYPE OF CURRICULUM

TRACK OR PHASE	ST. STEPHENS				FREEDOM				HICKORY					LEVEL OF SIGN.
	Col.	P-V	Gen.	BS	Col.	P-V	Gen.	BS	Col.	P-V	Gen.	BS	t	
Col. Prep.	8.099				7.544								2.673	.01
Col. Prep.	8.099								7.723				2.184	.05
Col. Prep.					7.544				7.723				0.902	NS
Pre. Voc.		7.958				7.010							1.644	NS
Pre. Voc.		7.958								7.827			0.334	NS
Pre. Voc.						7.010				7.827			1.818	NS
Gen.			7.747				7.417						1.398	NS
Gen.			7.747								7.167		2.107	.05
Gen.							7.417				7.167		2.107	.05
Basic Skills				7.527				6.500					0.939	NS
Basic Skills								6.500				6.250	0.105	NS
Basic Skills				7.527								6.250	1.285	NS

-course electives to produce mean scores significantly more favorable than those of students in the traditional year-long course setting. Mean scores for tracks or levels, however, all fell in a six to eight range on a possible scale of 1.0 for unfavorable response to 10.3 for favorable response. Even the mean scores of less enchanted basic skills students at all schools fell at slightly above the 5.0 or indifference level.

A comparison within and among individual schools on the basis of ability and age level consistently showed the highest attitude scores in the survey to be those of college preparatory students, those predicting an AB grade this year, and those who had made an AB grade last year -- all in grade twelve at St. Stephen's High School. These might well have been mostly the same students who had been selected and grouped together consistently for accelerated English classes at that school. These upper level students could have implicit faith that their teachers in the traditional setting knew and were presenting what was best for their academic future, or these students might have engaged in some continuous form of pupil-teacher planning which gave them the satisfaction of helping to generate their own curriculum.

Another strong influence on attitude toward subject at St. Stephen's could be that several students had recently been assigned to serve with selected faculty and the principal on a curriculum development committee for next year. The English

Department there had apparently taken the lead in implementing immediate curricular changes. Some or all of these twelfth graders might have been consulted about course revisions, such as a trial group of electives and mini-courses for next year.

College preparatory students at both St. Stephen's and Freedom ranked highest of any track or phase in those schools on attitude toward school subject, with a gradual decline in means down to the basic skills group at St. Stephen's and a .05 level of significance between attitudes of college preparatory (8.049) and general students (7.747) at that school. See Table X. General students at Freedom, however, ranked second highest in attitude mean score at that school which could indicate that the less committed students there responded well to a short-course elective program. Prevocational students at Hickory High (7.827) ranked highest at that school in attitude toward school subject, with college preparatory students following a close second. Means of general (7.167) and basic skills students (6.250) at Hickory indicated a sifnificant difference at the .05 level when compared with the mean of the college preparatory group. The basic skills mean was significantly lower (.05 level) than that of the prevocational group. In this case, data would seem to indicate that attitude was favorable toward the specialization possible in career-oriented, short-course electives.

Comparisons among schools showed a significantly more favorable college preparatory attitude toward school subject at St. Stephen's than at Freedom (.01 level) and a significantly more favorable attitude toward school subject at St. Stephen's than at Hickory (.05 level) in this track or level. See Table XII. Though the mean score of general students at St. Stephen's was significantly lower than that of college preparatory students at that school, it was higher (at a .05 level) than that of general students at Freedom or Hickory High. Though not showing a significant statistical difference, it is interesting to note that the attitude toward school subject of basic skills students ranged from highest at St. Stephen's (7.527) to lowest at Hickory (6.250). This data would serve to support the overall predominance of students at the traditional school in attitude toward school subject, which might reflect in part the interpretation given earlier for highly favorable responses from the college preparatory group at that school.

Comparisons of attitude toward school subject within and among schools on the basis of predicted grade(s) this year and grade(s) received last year followed much the same pattern of a favorable attitude among AB and BC students graduating down to less favorable attitudes among the CD and DEF groups. Notable exceptions to the graduated pattern on the basis of predicted grades, though not always significantly different, were a sudden drop in attitude mean score for CD students at Freedom (6.827) and a sharp decline for DEF students at Hickory High (4.200). See Table XI. Since there was no direct correlation between track or level and grades predicted or received, one could only assume that the Freedom CD responses came from students in all tracks or levels who were either sharply disappointed with their course selections or personal performance therein. DEF students at the same school (7.500) expressed a more favorable attitude, perhaps through resignation to past performance or a sense of justice on the basis of their inadequate performance.

The low attitude mean score of DEF students at Hickory showed disgruntlement which might indicate misleading catalog descriptions for courses or a lack of content and activity individualization within courses which are open to all tracks or levels. This latter unfavorable attitude was underscored by a significant difference of .001 between mean scores of AB and DEF students at Hickory High and .01 between scores of BD-CD and DEF students at that school on the basis of predicted grade this year. The low DEF mean (4.200) for Hickory students on the basis of grades predicted this year correlated strangely with their rather indifferent mean (6.133) on the basis of grade(s) received in English last year. If these responses came from the same students, this may be a case where the reality of the moment was more painful than the same or other situations in retrospect.

AB and BC students from St. Stephen's, Hickory, and Freedom scored highest in that order on both bases, with the attitude mean of St. Stephen's AB students on the basis of grade(s) received last year (8.060) proving to be significantly higher at the .001 level than that of AB Freedom students (7.410) and higher (at the .05 level) than that of AB students at Hickory (7.739), as well as higher (at the .05 level) than BC students at the same school. On the basis of grade(s) predicted this year, the attitude mean of St. Stephen's AB students (8.029) was significantly higher (at .05) than that of AB students at Freedom (7.704). This data would also serve to support the dominance of a favorable attitude at the traditional school for possible reasons cited earlier.

Comparisons of mean scores within schools on the basis of attitude toward school subject showed the most favorable responses from twelfth graders at St. Stephen's (8.098), twelfth graders at Freedom (7.698), and tenth graders at Hickory High (7.615). This maintained the dominance of favorable responses from upper classmen at St. Stephen's, but also indicated favorable responses from students in their first year of an innovative program at the two other schools. Comparisons among schools also showed that attitude toward subject was more favorable, at the .05 level of significance, among eleventh graders at St. Stephen's as compared to Freedom and at the .05 level among twelfth graders at St. Stephen's as compared to Hickory High. See Table XIII.

TABLE XIII

COMPARISON OF ATTITUDE TOWARD SCHOOL SUBJECT MEANS WITHIN AND AMONG SCHOOLS ON BASIS OF AGE OR GRADE LEVEL

GRADE LEVELS	ST. STEPHENS			FREEDOM			HICKORY				Level of Sign.
	10	11	12	10	11	12	10	11	12	t	
within											
10-11	7.783	7.924								.745	NS
10-12	7.783		8.098							1.665	NS
11-12		7.924	8.098							.937	NS
10-11				7.350	7.295					. 175	NS
10-12				7.350		7.698				1.236	NS
11-12					7.295	7.698				1.456	NS
10-11							7.615	7.462		.515	NS
10-12							7.615		7.593	.089	NS
11-12								7.462	7.593	.439	NS
among											
10-10	7.783			7.350						1.718	NS
10-10	7.783						7.615			.792	NS
10-10				7.350			7.615			.908	NS
11-11		7.924			7.295					2.216	.05
11-11		7.924						7.462		1.663	NS
11-11					7.295			7.462		.492	NS
12-12			8.098			7.698				1.840	NS
12-12			8.098						7.593	2.030	.05
12-12						7.698			7.593	.432	NS

Least favorable attitude mean responses within schools came from tenth graders at St. Stephen's (7.783), eleventh graders at Freedom (7.295), and eleventh graders at Hickory (7.462). The tenth graders at St. Stephen's perhaps unaware of pending change, could have viewed the traditional program as an extension of their nineth grade and previous experience, while seniors might have been given course preferences first at Freedom since this was to be their only year in the new school. The relatively unfavorable response of eleventh graders at Hickory High might also have arisen from scheduling difficulties, either not being assigned to first choices or finding that courses did not live up to catalog descriptions. Otherwise the Hickory students may have been reflecting faculty dissatisfaction with their development in language skills, which has led to a required two-semester English sequence stressing composition for all tenth graders at Hickory High next year.

Data From English Department Chairmen

Data from interviews with English department chairmen at the three high schools and from questionnaires completed by them involved a rationale for their present curricular structure; a statement about its advantages and disadvantages; and an explanation of how curricular change was initiated, implemented, and evaluated at each school. The department chairmen were then asked to tell which groups of students in their schools were most enthusiastic or satisfied with the present English curriculum, which groups had the best person-group relations or social adjustment, and which groups evidenced the least amount of academic anxiety or appeared to be the most secure within the present structure of their English program. The latter information paralleled closely the key points in data which was collected from the students themselves.

The English Department Chairman at St. Stephen's supported the traditional heterogeneous year-long program for most students there on the basis of its continuity, and multiple opportunities for teachers to provide for individual differences internally. He explained that their accelerated English classes, remedial reading for those with that need, and four standard English electives were stepping stones toward a combination curriculum. He stated that next year there would be year and/or semester electives in humanities, debate, journalism, and drama with some mini-courses on topics of current interest to be taught during teachers' study halls.

Though past curriculum had been generated and evaluated solely by faculty and administration at St. Stephen's -- he noted that a curriculum development committee of selected faculty, students, and the principal had been appointed to study future revisions and that his English faculty and students had been instrumental in initiating the changes for next year. He believed that a modified traditional curriculum could best provide all students with skills instruction in the language arts, especially in composition. He suspected that the short-course elective system could give in-depth experiences but neglected language skills unless a student elected such a course as public speaking or creative writing. The chairman at St. Stephen's further asserted that "Almost any comprehensive curriculum will be successful if it is carried out by intelligent, enthusiastic, warm human beings."[43]

The English Department Chairman at Freedom High School explained that their quarter elective system permitted students to tailor English programs to meet their own needs, rather than to fulfill curriculum goals set by a higher authority. She strongly supported freedom of choice for teenagers and labeled the traditional programs to be "medieval".[44] She noted that most courses were designated as to level of difficulty but that some courses were open to all students and that students might elect as many English courses each quarter as desired. Each student, however, must earn at least three quarter units in English a year at Freedom or make-up for failures during ensuing quarters. She stressed that careful guidance in course choice was essential for the success of such a program. Though some students had chosen courses unwisely during this year, the chairman felt that the problem had grown less with each quarter as students better understood the essence of the program.

The quarter elective program at Freedom was initiated by faculty and administration who spent a year or more planning suitable course topics and the scheme of levels to indicate course difficulty before moving into their new open-classroom structure that year. Their philosophy was "a new curriculum to fit the spirit of the new building."[45] Students were surveyed as to their major interests during the planning stages, and the program was implemented strictly by student registration requests. A week-long formative evaluation of courses by faculty, student, and administration was to be conducted at the end of the year. From this evaluation, the chairman stated that several new courses would be added and adjustments made in existing courses.

The English Department Chairman at Hickory High stated that parents as well as faculty, students, and administration had participated in a year of preliminary planning for their semester elective system which closely resembles the APEX program mentioned earlier in the survey of literature. An initial course list composed primarily by faculty was circulated to students and parents for additions and to rank courses as to preference. The chairman believed the most significant advantages to be increased motivation since students were given a preference and better performance by faculty since they could usually teach what interested them most. She cited "nightmare schedule foul-ups" for students and constant change of course plans for teachers as major disadvantages at that time.[46]

Again this program was "a new curriculum to fit the spirit of a new building...and the mood of the times."[47] Evaluation thus far had been left to the discretion of the classroom teachers though careful scrutiny had been given to scores on achievement tests and the College Board Examinations. On this basis, the English faculty had decided to require, beginning next year, two semesters of basic language arts with emphasis on composition. A committee of those to teach sophomore English were working on a tentative syllabus for the course at that time. Fewer course choices would be offered during the next year, as well, to decrease the possible number of course preparations for teachers.

Students receiving grades of A, B, and C; college preparatory students; and general students at St. Stephen's were those that the English Department Chairman perceived as the least anxious about their academic work on the basis that success engenders a feeling of security in any system. Data collected there, however, showed that AB students were highest in anxiety, CD students the next high group, and the BC group lower than the CD in anxiety. The chairman perceived these same groups -- A-C, college preparatory, and general -- as those with the most favorable attitude toward their English courses on the basis that success engenders enthusiasm and satisfaction. Data collected verified his selection of A-C and college preparatory students, but prevocational students at St. Stephen's scored higher than the general students in attitude toward school subject. AB and college preparatory students were predicted and were proved by data collected to have the best person-group relations because he felt students on the higher intellectual level could better grasp answers to social problems. See Tables II and III.

Students receiving grades of B, C, and D as well as those in the college preparatory, general, and basic skills groups at Freedom were preceived by the chairman as the most academically secure on the basis that the quarter elective system could provide school work more suitable to their needs and abilities. She assumed that prevocational students had already had more specialized courses in the traditional system. Data collected did show lower levels of academic anxiety for these groups than for similar groups at the traditional school, but the prevocational students at Freedom registered nearly the same as general students with AB and college preparatory students scoring as most anxious while DEF and basic skills students scored as least anxious. The Department Chairman at Freedom declined to predict which levels of students there would have the best person-group relations though she felt that "most students get along well in classes together."[48]

Data showed, however, that the AB and college preparatory students felt most attracted and accepted by their classmates. Their mean score was less than comparable to groups at the traditional school, with the basic skills group at Freedom scoring the lowest in the survey on attraction in so far as level of curriculum and predicted grade this year were concerned. The Chairman at Freedom ranked AB, college preparatory, DEF, general and basic skills groups as those now having the best attitude toward school subject in English because "DEF students often make C, B, or A grades now...They can achieve realistic goals, can enjoy their courses, can feel satisfied that they are really learning not just enduring English."[49] The AB and DEF groups did show the highest mean attitude scores at that school on the basis of grade predicted in English this year though the basic skills group scored lowest in attitude toward school subject of any group at Freedom. See Tables, VI, VII,and XI.

The English Department Chairman at Hickory High predicted that students receiving grades of A, B, and C as well as college preparatory groups at that school would prove to have the least degree of academic anxiety because "they feel less threatened by new things."[50] Data showed, however, that these groups scored highest within that school on all bases of comparison in the study, though somewhat lower in anxiety mean than similar groups at the traditional school. The chairman stated she could see no particular patterns in so far as person-group relations and attitude toward school subject were concerned.

Data from the survey, however, gave low attraction and acceptance means for prevocational and basic skills students on the basis of level or track in curriculum, but higher scores for BC and DEF students on the basis of grade predicted this year. The highest person-group relations means at Hickory were scored by the AB and college preparatory groups, slightly higher than the same groups at Freedom but less than those at the traditional school. See Tables VI and VII. Data on attitude toward school subject at Hickory High showed relatively similar scores for college preparatory, prevocational, and general groups. Basic skills students scored lower, with DEF students providing the lowest mean score in the survey on the basis of their predicted grade in English this year. See Tables X and XI.

All three English chairmen taught college preparatory classes which might account for the relative accuracy in their perceptions about this group of students, other than in the case of high academic anxiety. This could be explained by the age and activity barrier of teacher point of view which often fails to sense the inner feelings of adolescents or considers apprehension an unfortunate but necessary part of growing up. The comments of the department chairman of the traditional school, who had served longest of the three in that position, were generally a more accurate assessment of the social-emotional status of English students in his school.

The youngest chairman, who was planning revisions in schedule, showed the least affective insight by failing to see any pattern in the emotions and attitudes of various student groups. The chairman with the most years of experience as a teacher showed greater compassion for students in her comments and more awareness of concrete evaluative evidence about her curriculum. In all three cases, however, the data from interviews and questionnaires would seem to indicate that English department chairmen did labor under certain false assumptions about the impact of their curricula on students.

SUMMARY AND CONCLUSIONS

This project was an attempt to appraise the social-emotional impact of selected English curricula on secondary students in three distinct school settings through the investigation of professional literature and an analysis of standardized test data. During the 1973-1974 academic year, St. Stephen's High School continued to require a series of traditional year-long courses with ability grouping for exceptional students at either end of the continuum, Freedom High School for the first time offered a comprehensive quarter-elective program with numerical requirements within subject categories, and Hickory High School presented for the second year a range of semester electives with designated point value per course toward graduation. The latter two curricula appeared to offer considerably more choice in courses and flexibility in scheduling with subject matter, not students, designated as to level of difficulty.

The anticipated extent and actual variations of academic anxiety, person-group relations (attraction and acceptance), and attitude toward school subject within and among these schools was the major thrust of the study, which the survey of literature seemed to indicate was a pilot venture in affective assessment of humanistic trends in curriculum revision. A key factor in the statement of hypotheseswas the stage in curricular design of each school with the theoretical assumption that academic anxiety would be high in the traditional setting, higher in the first year of change, and lower in the second year of innovation. It was also assumed that person-group relations and subject-satisfaction would increase from the traditional to the new to the relatively stabilized change. The study also proposed to investigate which ability and age levels were most affected in these particular areas.

Various literature on any affective assessment of recent alternative programs in English was carefully collected and examined. The net result showed a lack of and an expressed need for such evaluation, since most of the studies encountered were descriptive or concerned mainly with cognitive outcomes. Non-projective standardized tests to measure degree of academic anxiety, person-group relations, and attitude toward school subject were given to a random sampling of all students in the three schools, and each English department chairman was interviewed as well as asked to complete a questionnaire geared to key data requested from students. The test data was computer-processed via key punch cards to obtain means and t levels of variance. Data was then interpreted in the light of the literature available, comparisons within and among schools, and information from English department chairmen.

As hypothesized, these psychological and social factors did vary significantly among students in traditional, newly innovative, and more stabilized innovative program. Results beyond that, however, seemed to have been strongly influenced by various internal and extraneous factors such as the credibility of course catalogs, the personal magnetism of certain teachers, the communal bonds of homogeneity, the time of school year when data was collected, and youthful enthusiasm aroused by an early encounter with joint-planning. Undoubtedly a much larger sampling of secondary schools and students with more than one administration of the same tests would be desirable to rise above the peculiarities and obscurities of individual circumstance which did tend to color and at times distort the data required.

Reflection on the instrumentation and data for this research project has suggested a remarkable correlation between the results obtained on the three tests. For whatever reasons explored earlier in interpretation of data, the scores from the traditional school and from upper-level academic students appeared to dominate consistently and significantly with higher means. Scores on academic anxiety were highest in the traditional setting but, these scores seemed to differ little between the innovative schools. In fact, the higher levels of anxiety among college preparatory and AB students at all three schools would tend to further document the position of educational psychologists that a reasonably activating level of anxiety, but not enought to disorganize or overwhelm, is constructively contributory to motivation. The composite personality of the upper level academic student at St. Stephen's, Freedom, and Hickory seemed to be achievement-oriented though person-group relations and attitudes toward school subjects faltered with gradaation and variation at the latter two schools among all levels of students.

That warmer person-group relations and more favorable attitude toward school subject were in evidence with data from upper level academic and other students in the traditional school would seem to suggest a certain commaraderie in required year-long courses with might be lost in the attempt to individualize curriculum through shorter elective offerings. Since the life styles and value systems of the students at St. Stephen's High School were more likely to be similar than those at the other schools, one might also note by contrast the "melting pot" or "microcosm of the macrocosm" effect on the attitudes and feelings of high school students at Freedom and Hickory. Each year adjustment and readjustment was necessary there to several groups of class-mates who were grossly heterogeneous other than in interest or ambition. Though certain democratic benefits might ultimately accrue from heavy cross-sectional consolidation and frequent regroupings, one could strongly infer from the data in the study that current success with socialization bears a direct relationship to subject satisfaction.

The person-group and attitude results of this study might also serve as a word of caution to those schools contemplating or involved in elective or other innovations to individualize curriculum. It would seem that frequent regroupings of students in different courses with different teachers could easily contribute to depersonalization and isolation, which are directly contradictory to the humanistic goals of satisfying self--realization and effective group interaction. Voluntary selection of courses if carried to an extreme might also lead to voluntary segregation by race or social class at the presumed price of reducing academic anxiety. Voluntary groupings by interest or ambition could easily produce classes of the academically elite, perhaps more easily than standard required courses on the basis of date in this study which showed college preparatory and AB students more receptive than others in person-group relations and in attitude toward school subject at Freedom and Hickory.

High school students, as adults, vary in their need for novelty and the security of the familiar. They also vary in their need to be with those similar to and different from themselves, to be dependent and independent as they wrestle with the ambivalence of adolescence. Perhaps high schools involved in individualization projects that depart radically from the traditional curriculum should retain permanently some year-long courses for students who prefer "old fashioned English", or at least retain a few temporarily so a student's entire course schedule would become gradually fragmented. Considering the eternal prospect of multiplicity in individual differences, the ultimate curriculum socially and emotionally might become a heterogeneous and homogeneous combination of year-long courses and quarter or semester electives with mini-courses of one or two weeks interspersed for variety. Variation in course scheduling could become as much of an issue for individualization as level of difficulty for course content.

Whether groups are homogeneous or heterogeneous, establishing a social climate conducive to warm person-group relationships has been considered the task of the teacher, and this would appear to become more difficult both for teacher-student and student--student relationships in an elective short-course system. Professional pressures to cover a body of material in less time might diminish the importance of the student who might in turn feel less accountable in proportion to increased impersonality. The rapid turn-over of students, including many who have chosen courses unwisely, could interfere seriously with attempts to provide remedial help or provide for individual differences to any degree of effectiveness. These possibilities for a breakdown of interpersonal relations, as suggested by data in this study, would seem to indicate that special efforts such as smaller class groups, an assigned English teacher-counselor, and/or a diagnostic prescriptive service for small groups with similar learning problems could contribute much to enhancing both academic progress and self-image.

Assuming that secondary schools still exist primarily for students to assimilate or experience subject-matter and that motivation is a key factor in the process, the lower mean scores on attitude toward subject at the two innovative schools poses an alarming educational consideration which involves indirectly the preceding observations about both degree of academic anxiety and person-group relations. Though the short-course elective program has been reputed to provide courses in which everyone can achieve or a phase for each level of ability, teachers and administrators should not overlook the intrinsic value of anticipation and challenge, i. e. too low a level of academic anxiety can result in apathy and boredom. Thus some more judicious guidance for appropriate course choices should exist than merely professed interest in the topic or a technological error in data processing. An orientation program with a trial schedule and demonstration lessons, increased faculty efforts at registration counseling, a plan for schedule changes or independent studies, and honest course descriptions in the school catalog might renew some of the intellectual excitement and esprit de corps with which the two innovative programs began.

That students be and remain personally involved in curricular planning and evaluation would seem the most critical aspect of obtaining and maintaining favorable attitude toward school subject. A case in point is the highly favorable attitudinal response given by students at the traditional school who had just been asked to contribute ideas for curriculum revision next year, as opposed to the unfavorable reaction of DEF students atthe more stabilized innovation school on the basis of grade(s) predicted in English this year. The novel quickly becomes routine to teenagers accustomed to rapid change in everyday life, as evidenced by the most favorable responses to attitude toward school subject from those in the first year of experience with short-course electives at both innovative schools.

Thus a plan for continuous evaluation is needed beyond the less than anonymous completion of subjective teacher--made questionnaires in some courses -- a plan that measures with both validity and reliability both the cognitive and affective results of a curricular design. Students as well as faculty should be thus continuously challenged by involvement in curriculum revision with emphasis on its vigor and generative aspects. Such a plan might well involve pre and post testing; investigation of reactions from the various student subcultures, i. e. leaders, conservatives, radicals, minority groups, etc.; and student inverviews to amplify objective data. The results of this study have provided but a glimpse of the many potential avenues for investigating, comparing, and formatively evaluating school adjustment within and among the contemporary curricular designs of high school America.

Formative evaluation of curriculum has been acknowledged in theory as a continuing imperative, and its practice would seem integral to the strategy of the short-course elective program. William G. Swenson, English Department Chairman at John F. Kennedy High School, has wisely advised "...coupling zeal, creativity, and the need for change with common sense, organization, and professional judgement."[51] Swenson assured with a lack of finality that:

> "The acceptance of the minicourse/electives program is not a rejection of traditional learning patterns and procedures. It is a questioning of the validity of some of today's time-honored courses."[52]

An honestly questioning attitude should presume caution, measurement, comparison,and reflection as preliminary to revision or revamping of curricular design.

Mescal Messmore of the Indiana Department of Public Instruction has provided the final encouraging statement that:

> "Elective programs are having positive effects on the process of change itself... such a program cannot becomes the 'new traditional' program, because by definition

> it cannot be static. Schools are thus becoming accustomed to the process of curriculum change, just as we have become accustomed to change in new car models each year...People who have come to accept the permanence of change can learn to develop a plan for change... Elective programs are no panacea... but create an environment in which change can occur relatively easily. Using this positive element can provide a foundation for a viable curriculum tomorrow."[53]

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APPENDICES

APPENDIX A

LENOIR RHYNE COLLEGE
HICKORY, NORTH CAROLINA 28601

MEMORANDUM

May 7, 1974

TO: Principal Gene Miller-Hickory High
Principal Charles Bost - St. Stephens High
Principal Harold Clarke - Freedom High

FROM: Mrs. Lorene H. Painter

SUBJECT: Research in Social-Emotional Impact of Secondary English Curriculum on Students

Since we discussed this matter recently, I have realized that proper procedure requires more information about the project for your files before final approval to use your school as a test case. I have talked with the Chairman of your English Department who willingly gave consent.

Here are copies of the questionnaire to be completed by the English Department Chairman, the questionnaire to be completed by one out of every five students in your English curriculum (random sampling), and rough-copy excerpts from my independent study proposal which explain my intentions. The Division of Languages of the N.C. Department of Public Instruction has expressed considerable interest in my project and asked for a copy of the final results.

Since I am pressed for time in collecting and tabulating data, I would like to distribute my questionnaires to department chairmen and students early next week. If I hear no disapproval from your office by 5:00 o'clock on the afternoon of Friday, May 10, I will send the questionnaires to your school by a student teacher on Monday, May 13.

Thank you sincerely for anticipated cooperation in this endeavor.

APPENDIX B

LENOIR RHYNE COLLEGE
HICKORY, NORTH CAROLINA 28601

MEMORANDUM

May 1, 1974

TO: English Department Chairman

FROM: Mrs. Lorene H. Painter

SUBJECT: English Curricula Research Project

Your school administration has agreed that a cross-section of English students in grades 10, 11, and 12 may participate in a survey which I must complete as part of an independent study course for graduate credit in a doctoral program at UNC-G. The study is designed to elicit and compare subject satisfaction, person-group relations, and anxiety state among students in various types of secondary English curricula. The questionnaires are standardized instruments from reputable psychological testing services. Two other high schools with curricula different from yours are also participating in this survey.

It is important that a random sampling of English students (one out of every five who now take English courses at your school) complete the questionnaires. This should cut across ability levels and grade levels 10, 11, 12. Ninth graders are not to be included in the survey. The questionnaires which are brief and simple should take no more than fifteen minutes of class time. Just encourage students to answer honestly and assure them that the results will in no way affect their grades in any course. I would prefer, of course, that the questionnaire sheets be given to students who will complete the task seriously regardless of grade and/or ability levels.

The completed questionnaires should be returned to me on Wednesday, May 8 by a Lenoir Rhyne student teacher at your school. I am also enclosing a brief questionnaire of my own for you to complete and return at that time, as well as brief excerpts from my independent study proposal which should help explain the project further.

Thank you so very much for your cooperation and aid in completing this task. I will gladly share a copy of the final results, if you so desire.

APPENDIX C

STATE-TRAIT ANXIETY INVENTORY
Form X-1

Circle the appropriate answer to identify yourself.

Your school S F H Your year in school 10 11 12 Sex M F

Your course of study Col.Prep. Pre-Voc. Gen. Basic Skills

Your predicted final grade in English this year AB BC CD DEF

Your final grade in English last year AB BC CD DEF

Read each statement and then give the number which indicates how you feel now in your English class(es). There are no right or wrong answers.

1-Not at all
2-Somewhat
3-Moderately so
4-Very much so

_____1. I feel calm

_____2. I feel secure

_____3. I am tense

_____4. I am regretful

_____5. I feel at ease

_____6. I feel upset

_____7. I am presently worrying over possible misfortunes

_____8. I feel rested

_____9. I feel anxious

_____10. I feel comfortable

_____11. I feel self-confident

_____12. I feel nervous

_____13. I am jittery

_____14. I feel "high strung"

_____15. I am relaxed

_____16. I feel content

_____17. I am worried

_____18. I feel over-excited and "rattled"

_____19. I feel joyful

_____20. I feel pleasant

APPENDIX D

PERSON-GROUP RELATIONSHIP SCALE

Circle the appropriate answer to identify yourself.

Your school S F H Your year in School 10 11 12 Sex M F

Your course of study Col.Prep. Pre-Voc. Gen. Basic Skills

Your predicted final grade in English this year AB BC CD DEF

Your final grade in English last year AB BC CD DEF

For each statement below, decide which of the answers best applies to how you feel about this English class. Place the number of the answer on the line at the left of the statement.

none of the time		1/4 of the time		1/2 of the time		3/4 of the time		all of the time
1	2	3	4	5	6	7	8	9

Examples: 7 1. I like pizza.
1 2. I like war
6 3. I like going to school

At ______1. I like the ideas which the class members have.
______2. It is easy to get along with the members of this class.
______3. It is good to be with the members of this class.
______4. I like the way the members of this class are grouped together.
______5. I like the way in which class members do things.
______6. I like to join in when members of this class do things.
______7. I think the effort which the class members put into their school work is about right.

Ac______8. The ways in which this class talks with each other is good.
______9. I like the way my classmates behave in school.
______10. I feel that I can get a lot out of the time I spend with my classmates.
______11. My classmates like it when I take part in class activities.
______12. I know where I fit in this group.
______13. The class looks at me as being friendly and helpful.
______14. This class sees me as a good class member.
______15. My classmates let me take part in what they're doing.
______16. I know the right things to say about the things that go on in this class.
______17. I am sure of just how friendly I can be with my classmates.

APPENDIX E

SCALE TO MEASURE ATTITUDE TOWARD ANY SCHOOL SUBJECT
Form B

Circle the appropriate answer to identify yourself.

Your school S F H Your year in school 10 11 12 Sex M F

Your course of study Col.Prep. Pre-Voc. Gen. Basic Skills

Your predicted final grade in English this year AB BC CD DEF

Your final grade in English last year AB BC CD DEF

Follow is a list of statements about your English course(s) now. Put a plus sign (+) before each statement with which you agree. Your score will not affect your grade in this or any other course.

______1. I am "crazy" about this subject.

______2. I believe this subject is the basic one for all high school courses.

______3. This subject fascinates me.

______4. This subject will help pupils socially as well as intellectually.

______5. This subject is interesting.

______6. All methods used in this subject have been thoroughly tested in the classroom by experienced teachers.

______7. Every year more students are taking this subject.

______8. This subject has its drawbacks, but I like it.

______9. This subject might be worthwhile if it were taught right.

______10. My likes and dislikes for this subject balance one another.

______11. This subject is all right, but I would not take any more of it.

______12. No student should be concerned with the way this subject is taught.

______13. This subject has numerous limitations and defects.

______14. This subject seems to be a necessary evil.

______15. All of the material in this subject is very uninteresting.

______16. This subject has no place in the modern world.

______17. This subject is all bunk.

UNC-G
Independent Study (Mrs. L. Painter)
Education 692

Selected Curricular Organization in Secondary English and Its Inter/Intrascholastic Social-Emotional Impact on Students

QUESTIONNAIRE FOR ENGLISH DEPARTMENT CHAIRMEN

Your school ____

Number of years as department chairman _________

Level(s) or ability groups you teach Col.Prep. Pre-Voc Gen. Basic Skills
CIRCLE ANSWER HERE

1. Briefly state the rationale or immediate background reasons for your present curriculum structure in English, i. e. required and elective quarter or semester courses ranked as to difficulty, heterogeneous year-long courses with ability-grouping for honors and remedial classes, etc. Continue on back, if you so desire.

2. What do you perceive to be the three most significant advantages of your present curricular pattern in English?

3. What do you perceive to be the three possible disadvantages of your present curricular pattern in English?

4. How is (or has) curricular change in English courses been initiated, implemented, and evaluated at your school -- by administration, department chairman, faculty, students, parents, or some combination of these? Please explain.

5. What changes or revisions in your present English program are planned for next year?

CIRCLE YOUR ANSWER AND EXPLAIN WHY IN EACH CASE.

6. Which of the following groups of pupils do you perceive to be the most enthusiastic and/or satisfied with the structure of your present English curriculum?

Those with the following grade averages in English

AB BC CD DEF

Why so?

Those in the following level or ability group

Col. Prep. Pre-Voc. Gen. Basic Skills

Why so?

CIRCLE YOUR ANSWER AND EXPLAIN WHY IN EACH CASE.

7. Which of the following groups of pupils do you perceive to have the best person-group (social) adjustment with their classmates within the structure of your present English curriculum?

Those with the following grade averages in English

AB BC CD DEF

Why so?

CIRCLE YOUR ANSWER AND EXPLAIN WHY IN EACH CASE.

8. Which of the following groups of pupils do you perceive to be the most secure or evidence the least degree of anxiety within the present structure of your English program?

Those with the following grade averages in English

AB BC CD DEF

Why so?

Those in the following level or ability group

Col. Prep. Pre-Voc. Gen. Basic Skills

Why so?

ANY INFORMATION WHICH YOU SHARE IN THIS QUESTIONNAIRE WILL BE KEPT IN THE STRICTEST CONFIDENCE. IF A DIRECT QUOTE FROM YOUR COMMENTS SEEMS ADVANTAGEOUS TO MY MANUSCRIPT, I PROMISE TO CLEAR THE MATTER WITH YOU IN ADVANCE.

Mrs. L. Painter

APPENDIX G

LENOIR RHYNE COLLEGE
HICKORY, NORTH CAROLINA 28601

April 22, 1974

LETTER TO N. C. DEPARTMENT OF PUBLIC INSTRUCTION

Mr. Lawrence Tucker
Supervisor of English
Division of Languages
State Department of Public Instruction
Raleigh, North Carolina 27602

Dear Mr. Tucker,

Thank you for so promptly sending the N. C. mimeograph on "Short, Elective English Courses" which I was able to distribute to the English teachers in my graduate course at UNC-G with the other enclosed materials for my report on Tuesday, April 9. Dr. Bowles had assigned each of us an oral report, with annotated bibliography to be distributed, as a major course project. We were to select a topic about which we felt a need to know more and one which would prove helpful in our present school work.

I selected this topic mainly because I have been consulting with several Catawba County High Schools which are in the process of converting to short courses, and several members of my graduate class had evidenced an interest in knowing more about this type of curricular revision. I also suspect that there may be an extended possibility for a dissertation later if I can arrive at that point within the next five years or so.

What I distributed to my graduate classmates will probably not be news to you but may serve of some value if you haven't read all the magazine articles from my survey. I am also planning an independent study to measure and compare state of anxiety, person-group relations, and attitude toward school subjects among a traditional school with upper-lower ability grouping, a school with phased short courses for the second year, and a school with phased short courses for the first year. If any significant results occur, I will send a copy of my final report to you.

Please do share with me any additional information about recent research in this area, such as the Hogan thesis and Hillock's Alternatives. I plan to order copies of both of these. You might be interested in a paperback which I received over the Easter vacation entitled Innovations in Secondary Education (Second Edition - 1974) by Unruh and Alexander from Holt, Rinehart, and Winston. Enclosed also are several pertinent Xeroxed pages from it.

Thank you again for the printed material and for your most informative talk with prospective teachers at the Charlotte N. C. A. E. meeting.

Sincerely yours,

(Mrs.) Lorene H. Painter
Assistant Professor
Education Department

Ms.LHP/pwh

APPENDIX H

St. Stephen's High School

Course Offerings for the Year 1973-74

ST. STEPHENS HIGH SCHOOL

Course Offerings For the School Year -- 1973 - 74

NINTH GRADE

English I......................Required
Gen. Math or Algebra I.........Required
Health & Physical Education....Required
Physical Science..............Required for boys - Elective for girls
Home Economics................Required for girls
N.C. & U.S. Heritage..........Elective
Band..........................Elective
Basic Business................Elective

TENTH GRADE

English II.....................Required
Algebra I, Algebra II, Consumer, Business Arithmetic (future business) Math, General Math........Required
Biology........................Required
Physical Education.............Required
Home Economics II..............Elective
Spanish I or French I..........Elective
World Cultures-Eastern Hemisphere......Elective
Basic Business.................Elective
Band...........................Elective
Construction Industry..........Elective
Chorus.........................Elective
Health Occupations I...........Elective
Art I..........................Elective

ELEVENTH GRADE

English III...................Required
Western Cultures & U.S. History........Required
Chemistry.....................Elective
Physical Science..............Elective
Algebra I, Algebra II, General Math, Contemporary Geometry, Business Arithmetic (Future Business), Consumer Math...............Elective
Spanish I or II, French I or II........Elective
Typing I......................Elective
Shorthand.....................Elective
Bookkeeping...................Elective
Home Economics II.............Elective
Industrial Cooperative Training........Elective
Distributive Education........Elective
Humanities....................Elective
Personal Typing & Notehand (College)...Elective
Band..........................Elective
Chorus........................Elective
Bricklaying...................Elective
Carpentry.....................Elective
Health Occupations I & II......Elective
Business Communications & Business Law.Elective
Art I.........................Elective
Debating, Public Sp. & Drama...Elective

TWELFTH GRADE

English IV.....................Required
Physics or Chemistry...........Elective
Trig. & Adv. Alg., Alg. I, Alg. II, Geometry, General Math, Consumer Math......................Elective
Shorthand, Bookkeeping, Typing I, Typing II................Elective
Spanish II, Spanish III, FrenchII......Elective
Physical Science...............Elective
U.S. in the World Today........Elective
Home Economics II..............Elective
Family Life Education..........Elective
Bricklaying....................Elective
I.C.T..........................Elective
Distributive Education.........Elective
Upholstry- Cutting & Sewing (CVTI) 8:30-11:20, 1:00-4:00.....Elective
Band...........................Elective
Chorus.........................Elective
Carpentry......................Elective
Humanities.....................Elective
Health Occupations II..........Elective
C.O.O..........................Elective
Business Communications & Business Law......................Elective
Personal Typing & Notehand.....Elective (College)
Debating, Public Speaking & Drama......Elective

O V E R   O V E R   O V E R

Seniors must carry four subjects and pass atleast three of the four even though they have more than 18 units credit. It is hop ed that all seniors will carry five subjects.

All 9th, 10th and 11th grade students must carry five subjects. Six subjects may be carried with special permission.

Eighteen units, including two (2) Math, two (2) Science (one must be Biology), two (2) Social Studies (one must be U.S. History), two (2) Physical Education, and four (4) units of English, are required for graduation.

Do not include Driver Training on your schedule card. You should think seriously about your future as you choose your courses. Talk with your counselor, teachers, parents, and principal.

PLEASE PRINT ON ALL SCHEDULE CARDS IN PENCIL. DO NOT FAIL TO SIGN UP........

In the event you should have to change your schedule, please contact the school office before August 15, 1973..

*SCREENING AND IDENTIFICATION

A Two-Step Procedure For Class Placement

. SCREENING

Students who meet one or more of the following criteria are nominated for possible class placement:

(a) Group IQ - 120 or higher
(b) Marks - A and B
(c) Upper One-half of Local Norms
(d) Average in all Areas

Candidates for Class Placement

I. FINAL SELECTION

A. Each candidate can be placed in a class if a student meets all four criteria as listed above.

B. Further evaluation needed if a candidate fails to meet one of the four criteria.

(1) If the candidate meets:

(a) Group IQ - 120 or higher
(b) Marks - A and B
(c) Upper One-half of Local Norms but does not meet
(d) Average in all Areas

Further Evaluation

(2) If the candidate meets:

(b) Marks - A and B
(c) Upper One-half of Local Norms
(d) Average in all Areas but does not meet
(a) Group IQ - 120 or higher

Further Evaluation

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*N. C. Department of Public Instruction, A Guide for the Education of Exceptionally Talented Students, 1968.

B. Continued -

(3) If the candidate meets:

(a) Group IQ - 120 or higher
(c) Upper One-half of Local Norms
(d) Average in all Areas but does not meet
(b) Marks - A and B

→ Further Evaluation

(4) If the candidate meets:

(a) Group IQ - 120 or higher
(b) Marks - A and B
(d) Average in all Areas but does not meet
(c) Upper One-half of Local Norms

→ Further Evaluation

The purpose of adequate procedures for selecting and identifying Exceptionally Talented Students is twofold:

1. To include students who should be placed in an Exceptionally Talented Class on the basis of predetermined criteria.
2. To exclude students who should not be placed in an Exceptionally Talented Class on the basis of the same predetermined criteria.

SUGGESTED PROCEDURES FOR THE FINAL SELECTION OF STUDENTS FOR PLACEMENT IN EXCEPTIONALLY TALENTED CLASSES

Source: RULES AND REGULATIONS GOVERNING THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN (CHAPTER 1077 - 1961 SESSION LAWS)

Students can be selected for class placement with a high degree of confidence if each prospective Exceptionally Talented Student meets qualifications (a) AND (c), which are:

(a) A group intelligence quotient of 120 or higher

(b) Academic achievement at least equal to the expected grade level as determined by the chronological age and standardized test scores

BEST COPY AVAILABLE

APPENDIX I

Freedom High School

Course Offerings for the Year 1973-74

new language arts curriculum; but to figure out just what the program will do for you—READ ON!

The quarter courses in the language arts curriculum have been designed with four categories of students in mind—most students will actually find themselves in *two* of these categories. After reading all four categories, decide which two best describe you; then use the category numbers (appearing in parentheses after each course title) to help you elect those courses which will be of the greatest value *to you*.

Classification of Courses

(1) **LEAP** (**L**earn, **E**njoy, **A**ppreciate, **P**repare) courses give basic instruction to students having real difficulty in language arts — particularly reading, writing, speaking skills.

(2) **HIP** (**H**igh **I**nterest, **P**roficiency) courses are of special interest to students gifted or talented in language arts and or students who may choose a profession demanding extraordinary command of language.

(3) **ACE** (**A**nticipating **C**ollege **E**ntrance) courses are college preparatory, designed to be of particular value to students who will enter some institution of higher learning upon graduation from high school.

(4) **ACT** (**A**ctual **C**areer **T**raining) courses are designed with the immediate career-bound student in mind, but are OPEN to anyone who feels that the course offers something of value for him.

In the course descriptions which follow, the numbers 1 - 2 - 3 - 4 indicate the level of each course, corresponding to the categories above.

All courses cross grade lines, meaning that any course may be taken during any year of high school.

The AID Program
(**A**nalyze, **I**dentify, **D**iagnose)

To help you plan the best possible course of study for yourself, the Language Arts Department will sponsor its own guidance program.

Called AID for short, this program will help you

(1) ANALYZE your speaking, reading, writing, listening, and thinking skills through testing and observation;

(2) IDENTIFY your strengths and weaknesses in those skills and INVENTORY your interests and future plans.

With that information, your teachers can then help you

(3) DIAGNOSE your own situation in language arts and help you select courses that would be the most helpful, enjoyable, challenging for you.

In short, you will be responsible for planning a language arts program that is RIGHT FOR YOU! Your teachers, through the AID program, will help you take an honest look at your abilities and interests and will recommend courses which would seem to offer you the greatest chance for success. We believe in your ability to take an honest look at your needs through the AID program, and then exercise sound judgment in choosing courses designed to benefit you the most.

FUNDAMENTAL OR FOUNDATIONS COURSES ARE MARKED BY (*).

SPEECH AND READING

● *LA-101 EXPERIENCES IN SOCIAL COMMUNICATION: SPEECH (1, 4)

Timid? Does your heart beat fast or your knees knock together when you try to express your ideas to friends? If the answer is yes, then this course needs you, and you need the course in social communication. Improve your ability to express your ideas clearly to others. Improve your telephone etiquette. Learn what to say at a job interview, how to speak up in public without excessive fear or embarrassment. Master the art of conversation so that you can enjoy taking part in today's social communication events.

● *LA-102 MAKE YOURSELF HEARD: PUBLIC SPEAKING (3, 4)

Make yourself heard in all areas of life. The focus of this course is on a more articulate you. Studies in voice control, gestures, speech writing, group discussion, and individual speaking help insure getting your ideas across. Make that *best* impression on every speaking occasion whether presiding, entertaining, or protesting.

● LA-103 FORENSIC SPEAKING (2)

Affirmative or negative? Want to win a trophy? Then enroll in this class of competitive speech and academic debate. Interested in radio announcing, making speeches for special occasions, or need help for oral interpretations? This course meets your needs. Students wishing to do so will prepare to enter inter-scholastic speech competitions and debate tournaments.

✓ **● LA-104 ON STAGE, EVERYONE: PLAY PRODUCTION (4)**

Places, house lights down, stage up, curtain! For twelve weeks you learn what goes on behind the scenes of a major production. All phases of theater are offered, even areas where acting ability is not necessary — make-up, hair-styling, costuming, lighting and sound, staging and props, directing. Discover hidden talents that may lead to an exciting career. At the very least you'll build self-confidence and an appreciation for drama that will bring a lifetime of pleasure. The course culminates in an actual production. Take part in this thrilling adventure. Join the drama class and good luck, or, as they say in the theater, "break a leg"!

● *LA-105 READING CAN BE FUN (1)

Would you like to keep in touch? Books are like drawn or painted pictures. The picture can be studied; it waits for the viewer. A book can be stopped, dropped, reread, marked, chopped up, scissored, pasted, slowed down, or speeded up. "Print is as cool a medium as there is." This is a diagnostic course. Individual approach will be used when possible.

● *LA-106 ADVANCED READING (4)

What a speed-conscious world? Can you keep with the pace? This course is designed to motivate teenagers to read, to develop taste and appreciation. Students will be challenged to read more mature literature. A realistic program, taking into consideration the fact that students' backgrounds, interests, and abilities differ.

COMPOSITION

● *LA-201 SENTENCE POWER (1, 4)

Words! Man's most effective way to communicate his thoughts and feelings to others. Your success as a human being depends largely on how well you can use words to tell others what's on your mind and in your heart. Do you give directions clearly? Can you write a note of explanation to the foreman telling him what's wrong with your machine? Will your explanation be misinterpreted because of poor punctuation? Even phrasing questions or suggestions for the company box requires the effective use of words and signals. Word power can make you a winner or a loser. BE A WINNER! Your ideas are important. Learn how to express them to others.

● *LA-202 PARAGRAPHS AND CORRESPONDENCE: SOCIAL COMPOSITION (1, 4)

Do you worry about writing a business letter? Do you know how to reply to an invitation that has R.S.V.P. included? Could you write a letter of application for a job? Do you know what to say in a sympathy note? These and many other everyday questions will be answered in social composition class. This is a course that will include the correspondence that life itself requires.

● *LA-203 FROM THOUGHT TO THEME: ADVANCED COMPOSITION (3, 4)

Sharpen thinking skills and writing skills at the same time. Blow your mind with some high-powered exercises in logic and word manipulation. Focusing on the essay, advanced composition is a comprehensive study of various types of theme construction and techniques of research and documentation. A "MUST COURSE" for the college-bound or for anyone who would become a more organized thinker. The goal: to master the art of clear, effective thinking and writing.

● LA-204 BOOK 'N' PEN: LITERARY CRITICISM (2, 3)

Reading and writing complement each other in a course designed to make better writers while increasing the appreciation of good literature. The student is led in the analysis of works of art as characters and ideas of great writers invite reaction and self-expression. Literary analysis is a way of getting the heart of literature — its meaning, structure, style, background, and influences. The student learns to write good themes and to absorb great works of literature at the same time.

● *LA-205 SO YOU WANT TO BE A WRITER: BEGINNING CREATIVE WRITING (4)

How's your imagination? Large or small, all imagination can be developed. Experience the force of your own words. Learn to express yourself and really put your imagination to work—imagine yourself in creative writing.

● LA-206 THE FINE ART OF WRITING: ADVANCED CREATIVE WRITING (2)

The very course toward which to channel that creative urge. Learn to use words as an artist uses his brush to create living images. Refine artistic expression in yourself in this course designed to help you exchange vagueness and clumsiness for sharp, clear pictures on your page. Explore with kindred spirits the short story and poetry as vehicles of your ideas. Perfect that talent for writing to a fine art for "pleasure or profit."

● LA-207 NEWSPAPER JOURNALISM (2)

Would you like everything given to you canned, censored, edited (handouts), or would you like to go out and look for news? Should people be told the truth? Pupil participation is necessary to learn correct reporting of information. You will be a part of history in the making. You will learn to "tell it like it is." Editorials, features, cartooning, news reporting — all phases of newspaper production are explored. This course will be a prerequisite to work on the school paper.

● LA-208 CREATING THE YEARBOOK (2)

Memories fade, but the yearbook is forever, preserving for all time bits and pieces of life that reflect the school year. But the modern yearbook is much more than an album of faces and posed club shots. Today's yearbooks are realistic; and the story they tell is a living, vibrant one — an encounter with important events and relevant issues. Creating the yearbook is a challenge that calls for the best a staff can give. It needs people who are talented and willing to work. Learn to do layouts, crop pictures, and write copy. If you like it and are qualified, become a part of the staff — a great reward is in store. This course is a prerequisite to staff membership.

● *LA-209 GRAMMAR REFRESHER AND VOCABULARY BUILDER (3, 4)

Feeling a bit shaky about some of those basic rules of grammar and punctuation? Is an anemic vocabulary hampering your performance in composition and reading comprehension? Perhaps you feel you could do with a good, thorough brushing up on points of grammar and vocabulary building before going into that composition course or facing college boards. If that is your need, this course will bolster self-confidence and strengthen your weakness in these areas.

● *LA-210 DIALECT AND DIALOG (2)

From colorful expressions of a bygone era ("yonder, traipsin', beholden", to contemporary slang ("right on"), space age jargon ("splashdown"), and dialectal differences ("bucket" or "pail"?) — explore the living, ever-changing kaleidoscope of language. This course is designed for the student interested in mastering the finer points of the structure of his language. Grammatical analysis makes it possible for the student to familiarize himself with structure not included in his own dialect. *Grammar*, a close study of syntax; *semantics*, an inquiry in to the nature of meaning; *linguistics*, an area for scholarly, definitive research — these and other aspects of dealing with complex or abstract ideas make up a challenge for those with a special interest in English.

MEDIA

● LA-301 NEWSSTAND GLIMPSES (1, 4)

Comic books approved! Newspapers included for a text! Magazines rank high! Yes, your dream has finally come true. The girls will enjoy reading *Seventeen* while the fellows will enjoy *Hot-Rod* and *Sports Illustrated*. The course in contemporary reading will include the reading of magazines, comic books, and newspapers with which the average student comes in daily contact.

● LA-302 THE UNSPEAKABLE: NON-VERBAL COMMUNICATION (1, 4)

Why do you move the way you do? What do your movements reveal about you? How do you manage space? Are you its master or do you let it control you? Explore these unfamiliar areas (kinesics — body language) and other non-verbal communication — photographs, cartoons, signs and symbols — in this course.

● LA-303 EXPLORING TELEVISION (1, 4)

More than any other single communications media, television has helped mold this vast land of ours into one society. Through its magic we have walked on the moon; witnessed assassinations, disasters, war; gazed on the Great Wall of China; attended political conventions, music festivals, Senate hearings and U.N. meetings; held front row seats at sporting events; beheld ceremonies of state around the world. Whether watching situation comedies, movies, variety shows, late night talk-a-thons, educational programming, newscasts and documentaries, or the daytime soaps – the average high school senior will have spent more hours before the television set than he has in the classroom.

What persuasive power does TV hold over our lives through its advertising, public service announcements, news reporting, and regular programming?

What is it doing *to* us? What can it do *for* us? This course will help you become a more discriminating viewer. Involves reading and writing about television as well as viewing.

● LA-304 COPING WITH THE MASS MEDIA (3, 4)

The mass media of communications—TV, radio, newspapers, magazines, books, and movies – affect the way we see the world. Each can report the same event to us, but each plays on our emotions differently because it filters the message differently. What picture of the world does each portray? What message is coming through? "The medium is the message" according to Marshall McLuhan, prophet of a new age. This course will assist the student in deciphering the message of the mass media.

● LA-305 INTRODUCTION TO DRAMA: FILMS AND STAGE (1, 4)

"All the world's a stage, and all the men and women merely players," said Shakespeare in *As You Like It*. How did drama have its beginning? Who are some of the famous writers, actors, and actresses? Meet some of the world's greatest – Will and Tallulah, the fabulous Barrymores, Richard and Liz, Sidney Poitier, Robert Redford. Drama, whether on stage or on film, speaks to us more forcefully than any other type of literature. You'll gain a greater understanding of theater and life itself from the in-class reading and discussion of outstanding plays.

LITERATURE

● LA-401 MYTHOLOGY AND ANCIENT CLASSICS (3, 4)

-WANTED: CRONUS. For what crime? Do you know? Who were the jetsetters of the Golden Age? What do music, art, literature, trademarks, commercials all have in common? References to the creatures or characters of mythology, of course. Even readers of science fiction – *2001 Space Odyssey* – find allusions in its pages. Mythology also aids in the understanding of ancient classics such as Homer's *Odyssey* and in the unfolding of Greek drama and tragedy. Just what role do you play each day in the miracle of Greek mythology? Do you prefer living in a humanized world? For the college-bound student or the avid reader this course is a MUST.

● LA-402 FOLK TALES AND LEGENDS (1, 4)

Chuckles and chills, sorrow and thrills await you in this study of the world's great treasury of folklore. Down through the ages folklore has provided solace or escape for the common folk who fashioned the stories, then chanted them again and again by flickering firelight, passing reverently from one generation to the next a rich and cherished heritage. Folk tales, fables, tall tales, fairy tales, ballads, myths, legends – all will be represented, plus some of the greatest adventure stories you'll ever read! A host of heroes invite you to join them in some of the strangest and sometimes most dangerous exploits imaginable. Study the impact of folklore on language and art as you travel the world with some of the greatest adventurers who have ever lived in the minds and hearts of men.

● LA-403 THROUGH THE EYES OF MY BROTHER (1, 4)

The Asian, the African, the European, the American, the Latin – all see reality in somewhat different ways. This course develops an appreciation for these differences and helps the student to establish relevance to his own background and experience. Sample writings from around the world offer the student insights into some of the poetry, drama, short stories, essays, and novels of cultures other than his own.

● LA-404 THE SHORT STORY (1, 4)

Everyone loves a good story. But not everyone understands what makes a story good. Come to a greater appreciation of this popular literary form by studying the ingredients of the short story (characters, plot, setting, atmosphere, tone) and the techniques used by various authors to achieve certain effects (humor, suspense, horror, tragedy). At the same time extend your vocabulary, vary your reading interests, learn about human nature and the world around us, stretch your imagination. Go from the shivering tales of Poe to the broad humor of James Thurber; from Jesse Stuart's true stories of a mountain area cut off from the world to the science fiction of Ray Bradbury. Each day brings a new experience in realms of fantasy or real life.

● LA-405 SONG - POETRY - ART (1, 4)

Sing? Draw? Write a poem? YES! Let S - P - A introduce the fun of poetry and the close association among art, music, and poetry. Every day people listen to, mouth, think, or chant the lyrics of songs, commercials, riddles in tune to the radio, television, or their guitar. Ever wonder just how one does write a song? Is *Aqualung* music or poetry? Or art? Find answers to how or when do John Lennon's lyrics qualify as poems. How does a poem mean? What is a poem's shape as important as its words? Designed to increase listening and appreciation skills, this course is for the non-college student who enjoys new ideas.

● LA-406 THE ART OF THE POET (2, 3)

What is poetry? What does the term imply? Why does man under emotional pressure produce this particular expression of himself in verse? Answer these questions by investigating the content, form, style, and effects of the world's greatest poets. Read poetry, discuss it, probe its meaning, write about it, discover its art in this analytical course.

● LA-407 DRAMA: PAST AND PRESENT (2, 3)

Study the literature of the theater from Greek and Roman tragedies to the modern plays of Broadway. Get an overview of the great dramatists of the world. Read plays by Sophocles, Shakespeare, Ibsen, Chekhov, Shaw, O'Neill, Williams, Wilder, or Miller – to name a few. Analyze critically the elements of drama, dramatic structure, the subleties of style and technique, and characterization.

● LA-408 A LOOK AT LIFE: THE NOVEL (1, 4)

The novel writer is limited only by the extent of his imagination. He is not bound by time or space; the characters may be imaginary, or they may be based upon the author's experience with real people. Imaginative literature concerns itself with life and people of interest to the reader. The novel will provide entertainment and an opportunity for the student to know himself and human experiences better.

● LA-409 IMPRESSIONS OF AMERICA (AMERICAN LITERATURE SHORT COURSE) (1, 4)

Take a look at America through the eyes of some of her greatest writers. Literary giants such as Hemingway, Steinbeck, Faulkner, Thoreau, Whitman, Dickinson, Twain, Sandburg, Poe will be read, discussed; and different media will be explored and evaluated. An emphasis on life styles in America aimed toward a realization that literature is life and life is awareness may convince the student that he is not NEW; he is just NOW.

● LA-410 PURITANS - ROMANTICS (AMERICAN LITERATURE COMPREHENSIVE) (3, 4)

Purist? Realist? Romanticist? As an American how is your heritage affected by these labels? From Jonathan Edward's sermons to Poe's stories to *The Crucible* is a drastic change in American living and writing. Why? How? READ, ANALYZE, D[illegible]S, SEARCH for relevant answer[illegible]luate what you are and why y[illegible]old certain beliefs (prejudices?). [illegible]ou hold with the Romanticists th[illegible]auty can be found only through [illegible]ater freedom? Be challenged and [illegible]ired by some of America's greate[illegible]inkers and writers, compare [illegible]rary criticisms and ponder their judg[illegible]ents. Analyze yourself — which, can[illegible]idly, are YOU – Purist, Realist, Ro[illegible]anticist?

● LA-411 TWAIN — MODERN REALISM (AMERICAN LITERATURE COMPREHENSIVE) (3, 4)

Take off those rose-colored glasses and see the world as it really is. Has our world changed from the time when Twain traveled on The Mississippi or Lewis exposed the "jungle" of big city life to today when we turn to Brown's *Manchild in the Promised Land* — or have WE changed our way of looking at it? See the maturing of America from Civil War days to World War II. Probe the psychological effects of war and industrialism on the American conscience.

● LA-412 GIANTS OF ENGLISH LITERATURE (SHORT COURSE) (1, 4)

Much of our American heritage has its roots in English history. Furthermore, the fact that we share the same language has created a bond between our two countries. But even if we shared no common ties, the greatness of the writers the British Isles have produced would command our attention. Chaucer, Shakespeare, Tennyson, the Romantic poets, Dickens, Shaw — these and others have given the world some of its greatest moments in literature. Discover for yourself why these have won world-wide acclaim, why their works have given them immortality.

● LA-413 BEOWULF — SHAKESPEARE (ENGLISH LITERATURE COMPREHENSIVE) (3, 4)

Go from the mist-shrouded land of monsters and superstition in *Beowulf*, through the humor and pathos of Chaucer's short stories, to the racial and social problems set forth in Shakespeare's plays. Has the world changed in the hundreds of years of its existence, or do the problems of yesteryear seem to be always with us? Has character changed? Or can we not see ourselves and our neighbors exhibiting the same passions, making the same [illegible], pursuing the same dreams of [illegible] and prosperity that motiv[illegible]inhabitants of i[illegible]at[illegible]on's [illegible]orld in an era l[illegible]one by? [illegible] absolutely aston[illegible] at the [illegible]ls between our [illegible] and th[illegible]r sheer literary [illegible]tion, [illegible]rse is hard to be[illegible]

● L[illegible]14 MILT[illegible]AW (ENG[illegible]TERATURE COM[illegible]NSIVE) (3, 4)

Milto[illegible]e of [illegible]eatest minds the w[illegible]s eve[illegible]wn; Shaw — one [illegible] most [illegible]iant satirists atun[illegible]e hu[illegible]ondition; and betw[illegible]m a[illegible]t of writers reflec[illegible]e life[illegible]tions of their own times — Puritan, Neo-Classic, Romantic, Victorian; responding to the call of religion, science, nature, beauty, sentimentality. Pulling the student deep into the world of ideas — ideas often disguised by symbolism and allusion — this is one of our most challenging courses.

● LA-415 TWENTIETH CENTURY AUTHORS (1, 4)

Probing the present and predicting the future, here is a course superbly relevant to our times. How did America and indeed the world get in the shape it's in. This course traces the build up to our present crises from the beginning of the century and the various literary reactions to them. Attention is given to some of the so-called science fiction writers whose prophecies are now realities. Also, discussion of the rejuvenation of gothic techniques in writing and cinema ("Dark Shadows," "Night Gallery," "The Innocents") adds to the relevancy of the course.

● LA-416 SHAKESPEARE (1, 3, 4)

"He was not of an age but for all time." Therefore this course is designed for an in-depth study of Shakespearean drama. An intensive study of his dramatic technique will be applied to his skill in creating characters. His amalgamation of the many human qualities which underlie the behavior of man, the artistry of his humor, the complete symphonic harmony of his poetry will be examined. Pupil-teacher selected plays will serve as the basis for this course.

○ LA-417 THE BIBLE AS LITERATURE (1, 3, 4)

Would you believe that King Solo[illegible]ho had 700 wives and 300 con[illegible] was the world's wisest man? [illegible]rist use fiction to illustrate his [illegible]earn about the history, poe[illegible]s, and customs of the Israelite [illegible]plus the revolutionary man [illegible]esus Christ. You will be as[illegible]to discover the Bible's influ[illegible]rt, music, architecture, lan[illegible]d the literature of Western

[illegible] SUCH AS THOSE LISTED IN [illegible]O DIVISIONS WHICH FOLLOW [illegible] BE INSTIGATED BY TEACHERS [illegible] BY STUDENTS. TWENTY WILL LIKE[illegible] BE THE MINIMUM REGISTRATION [illegible]OR OFFERING ONE OF THESE.

THEMATIC APPROACHES TO LITERATURE

● LA-501 THE THEME OF LOVE (4)

LUV — Who can resist this course? The plays of *Romeo and Juliet*, *West Side Story*, and *Cyrano de Bergerac* will provide a compact body of reading matter from the 16th, 17th, and 20th centuries with all kinds of experiences. These plays cover, in effect, the short story, novel, drama, poetry, and essay. They offer narration, exposition, description and argumentation. An excellent source of material to teach critical thinking. What changes the years have brought! We are not now one with the actors; we are onlookers, slightly aloof.

- **LA-502 THE THEME OF REVENGE (2, 3)**

If love is the most powerful force for good in the world, then revenge is surely the most potent force for evil. A comparative study of *The Scarlet Letter*, *Hamlet*, and *Moby Dick* shows what happens when revenge becomes the prime motivator in a person's life, first isolating, then gradually destroying the one possessed and driven by its passion. This course presents a comprehensive study of these three literary masterpieces, separately and comparatively. Studies in psychology, symbolism, and literary techniques used by the three authors in question add to the depth of this study. CHALLENGING!

- **LA-503 MAN'S INHUMANITY TO MAN (4)**

Prejudice often plays havoc in life. The opposing side may have everything in its favor, but prejudice often keeps us from admitting the good. Open-mindedness is one of the greatest virtues in life. It means the practice of thinking everything through, weighing the arguments on both sides of a question before deciding upon a course of action. This course will deal with awareness and sensitivity to the problems of the world's downtrodden as revealed in such works as Edwin Markham's "The Man with the Hoe," de Maupassant's "A Piece of String, *Black Like Me* by John Griffin, *Silas Marner* by George Eliot, *The Diary of Anne Frank*, *To Kill A Mockingbird*, Steinbeck's *Grapes of Wrath*.

- **LA-504 LITERATURE OF SOCIAL PROTEST (4)**

The plowshare or the sword . . . a dove or a bomb? What are the questions and underlying causes of social, racial, and political unrest? This course gives you the opportunity to analyze and evaluate writings which deal with the oppression of man and the censorship of his ideas. Study will vary as broadly as the lyrics of popular songs by Joan Baez or John Lennon to Thoreau's work *Civil Disobedience*. Satires, such as those by Orwell and the Huxleys, and an examination of current issues will include the writings of James Baldwin and others.

THEMATIC AND AUTHOR COURSES REPRESENTED BY TITLE ONLY HAVE NOT YET BEEN WRITTEN. WILL BE MADE AVAILABLE IF REGISTRATION INDICATES ENOUGH INTEREST.

- **LA-405 MAN'S SEARCH FOR UTOPIA (4)**
- **LA-406 BOOKS THAT CHANGED THE WORLD (4)**
- **LA-407 WAR AND PEACE (4)**
- **LA-408 THE LITERATURE OF DEMOCRACY (4)**
- **LA-409 MIND PROBES INTO THE FUTURE: SCIENCE FICTION (3, 4)**

CONCENTRATED STUDY OF ONE OR MORE AUTHORS

- **LA-601 MARK TWAIN (4)**

Remember Hal Holbrook's *Mark Twain Tonight?* Everyone is a grown-up Huck Finn. Why not study the genius of Twain in depth and compare the rebels his pen created to today's rebel? A look at Twain's concern with vital attitudes toward family, religion, education, race, death will offer bases for comparison and analysis of today's society. Twain, a successful writer of romance and realism, is also a western humanist and sensitive social satirist who believed in the importance of the individual. The individual and concern for the rebel — these are the concerns of the youth of the seventies. Discover for yourself why *Huck Finn* is a classic. Find out how one book can be rated superior as an autobiography, picaresque road novel, and a study of dialect.

- **LA-602 ERNEST HEMINGWAY (4)**
- **LA-603 WHITMAN - SANDBURG-FROST (2, 3)**
- **LA-604 ROMANTIC POETS (2, 3)**
- **LA-605 RUSSIAN WRITERS (2, 3)**
- **LA-606 STEINBECK (4)**
- **LA-607 WOMEN WRITERS (4)**

Mathematics

For your convenience the math offerings have been divided into two categories. The first group (applied mathematics) is recommended for those students who plan to go to work or to a technical school following high school. The second group (pure mathematics) is recommended for those who plan to go to college or for those who plan a career in math, science, or some related field. These are only general recommendations and students are free to choose courses from either category.

APPLIED MATHEMATICS

Plan to buy a car, borrow money, invest your savings, open a checking account, purchase insurance, plan a budget, compute your own tax, rent or buy a house? Can you do the arithmetic required to calculate interest, balance your checkbook, or carpet your floor? The answers to these questions can be found in these courses.

- **M-101 FOUNDATIONS OF MATH (3 Quarters)**
  Prerequisite: None

This course is designed to make the student more proficient in the basic mathematical skills necessary for everyday use. The course provides the opportunity for the student to review and extend his knowledge of addition and subtraction, multiplication and division with whole numbers, fractions and decimals. Additional topics should include percent, ratio and proportion, measurement, elementary equations, and introductory geometry.

- **M-102 CONSUMER MATH (3 Quarters)**
  Prerequisite: None

Consumer math is designed for the student who wishes to use his money wisely. The goal of this course is to enable the student to solve everyday problems that require basic skills and applications of arithmetic computation.

OR

Does your future include course work in a technical school? These courses may be needed to give you the mathematical background for your work there.

- **M-103 ALGEBRA I (3 Quarters)**
  Prerequisite: None

This course introduces and develops the structure of algebra. It explains signed numbers and the use of a letter (x or y) to represent the unknowns in a problem. Linear equations and inequalities, special products and factoring, algebraic fractions, graphs, radicals, and the quadratic equation are studied.

- **M-104 GEOMETRY (3 Quarters)**
  Prerequisite: None

This course is devoted to the study of plane, solid, and coordinate geometry. Some of the basic concepts are measurement, congruence, inequalities, perpendicularity, parallelism, similarity, construction, area, and volume. These concepts are applied to lines, rays, segments, and other geometric figures. Emphasis is placed on structure and logical reasoning

APPENDIX J

Hickory High School

Course Offerings for the Year 1973-74

ENGLISH

The courses below are listed by level of work that will be required of the student. Select the areas of your interest and level at which you will feel the most comfortable in working. The levels of work are pointed toward future goals you expect to pursue. Please study them carefully before you select your courses. The number after each title indicates the range of the levels to be taught.

Level 1 - Students who have exhibited superior academic achievement.
Level 2 - Students who are planning to attend a four-year college.
Level 3 - Students planning to attend a two-year college, industrial school, or a nursing future.
Level 4 - Students planning to enter the work force upon graduation.
Level 5 - Students who have experienced little if any academic success.

- Expository Writing (1-3)
- Research Paper (1-3) Not recommended for sophomores
- Basic Composition and Reading (4-5)
- Creative Writing (1-3)
- Building Basic Reading Skills (4-5)
- People and Literature (3-5)

- Survey Speech Course (1-5)
- Mass Media (1-5)
- Journalism I (1-3) First semester
- Journalism II (1-3) Second semester

- Drama Techniques (1-4)
- Business English I (1-4) Juniors and seniors - First semester
- Business English II (1-4) Juniors and seniors - Second semester
- Vocabulary Building (1-5)

- Youth in Literature (3-5)
- Poetry Appreciation (1-3)
- The Hero I (1-2)
- Bible as Literature (1-5)
- Advanced Theatre Techniques (1-3)
- Southern Literature II (3-5)
- Southern Literature I (1-3)
- Lost Generation (1-3)
- Protest Writing (1-3)
- Satire and Humor (1-3)
- History of the Theatre (1-3)

- Non-Fiction (1-4)
- The Hero II (3-5)

50 - Shakespeare's Age (1-2)
51 - American Novel (1-3)

54 - Humanities I (1-2) First semester - selected sophomores
55 - Humanities II (1-2) Second semester - selected sophomores
56 - Supernatural Literature and Communications (2-5)
57 - Black Literature (1-3) Seniors only

59 - Romantic Movement in the Western World (1-3)
60 - Novel of the Western World (1-3)

63 - Drama, Comedy, and the Stage (3-5)
64 - Early English Literature Survey (1-3)

056 SUPERNATURAL LITERATURE AND COMMUNICATIONS (05 POINTS)(2 - 5)

This is a literature course dealing with various aspects of the unknown, past, present, and future. It is not an attempt to encourage the belief in any of the subjects discussed or read about. Literature covered includes short stories, novels, plays, and poetry.

021 SURVEY SPEECH (05 POINTS)(1 - 5)

This is a course which explores public speaking techniques. Voice development, speech preparation and delivery are the main areas of concentration

[illegible] DRAMA TECHNIQUES (05 POINTS)(1 - 4)

A basic acting/production course including stage movement, voice production, acting techniques, presentation of memorized scenes. Set design, costume, makeup, and lighting are discussed in some depth.

[illegible] HISTORY OF THE THEATRE (05 POINTS)(1 - 3)

A survey course in dramatic literature beginning with the classic drama and moving to the absurb. Twenty representative plays will be read. Comparative papers and objective tests are used to check progress.

[illegible] ADVANCED THEATRE TECHNIQUE (05 POINTS)(1 - 3)

An advanced course for students who are interested in acting and directing. Three scenes will be produced and one, one-act play. Reading of selected play and theory will be required. Prerequisite: Drama Techniques and permission of the instructor.

301 GRAMMAR - EXPOSITORY WRITING (05 POINTS)(1 - 3)

A study of the logically organized paper with a clear thesis, adequately supports, and free of gross errors in spelling, punctuation, diction, and syntax. These elements of grammar will not only be incorporated as the need arises. This course is designed for students who desire to practice composition and grammar beyond the basic level.

[illegible] SATIRE AND HUMOR (05 POINTS)(1 - 3)

A look at satire from a literary and social point of view. It explores man's acceptance of individuals and institutions at face value in either amused or bitter tones. About nine books are read and discussed during the semester as well as other shorter works such as poems, plays, short stories, musicals, cartoons, essays, etc.

1 BUSINESS ENGLISH I (05 points)

study of language skills necessary for effective communication; e art of listening and reading, spelling, grammar and punctuation.

2 BUSINESS ENGLISH II (05 points)

cludes the psychology of effective communication, writing aftsmanship and the art of dynamic speaking within the framework the business world.

BIBLE AS LITERATURE (05 points)(1-5)

brief study of the history of the English Bible and a comparative e of all English versions-contemporary and the King James. A udy will be made of the influence of the English Bible upon our glish Language and upon English and American Literature. Memory rk and themes required. Student's preferred translation will ur textbook.

9 ROMANTIC MOVEMENT IN THE WESTERN WORLD (05points)

In-depth study of the Arthurian Legend and its impact upon English d American Literature and Theatre. Our heritage of ballads in cluded with a survey of authors of the Romantic Movement: Tennyson, rd Byron, Shelley, Keats, Longfellow, Hawthorne, Emerson, Poe, c. A project or paper is expected.

THE HERO I (1-2) (05 points)

is course is designed to introduce the student to the various ncepts of the hero as presented in fiction from early to modern es. Approximately twelve stories, poems, plays, and novels will read or studied in depth. Selections to be studied will include ch works as Oedipous Rex, Macbeth, Pardise Lost, Death of a Salesman Cradle, and The Fixer. Parallel reading will be required. veral formal themes related to the changing concepts of the hero be written.

SHAKESPEARE (1-2) (05 points)

ugh this course, students will become acquainted with Shakespeare a writer of histories, comedies, and tragedies through an in pth study of approximately ten representative plays. Emphasis ll be placed on interputation and analysis of character and plot.

1 AMERICAN NOVEL (1-3) (05 points)

proximately twelve American novels will be read and discussed in ass. Vocalubary study and themes will be based on various novels. e course traces the development of the American novel from the venteenth century until modern times.

VOCABULARY BUILDING (1-5) (05 points)

tudy of vocabulary words through group work, individual study, and acher-class discussions. Emphasis will be on learning groups related words. Weekly tests will require the student to apply at he has learned not just memorization.

CREATIVE WRITING (1-5) (05 points)

student will read a selection of short stories, poetry novels, magazine selections. In written assignments grading emphasis l be placed on the creativety of the composition instead of chanics. The course will explore writing style for descriptions, aracters, poetry, and narrative. Each student will keep a weekly urnal.

PROTEST WRITING: (05 POINTS)

dy of rebels, including current culture, ethnic, and anti-
ablishment works. Includes romantic poets and rebels in other
lds. A high level of reading and discussion ability required.
lent will be required to purchase a moderate amount of materials.
for the squeamish.

YOUTH IN LITERATURE (05 POINTS)

nted toward the kinds of problems that face youth today, as
sed to those that may have faced their parents or grandparents.
student can expect reading assignments from novels, short
ies, poetry, magazines, writing assignments based on reading,
ussions and other oral work. Sample novels: Red Sky at
ing; Tell Me That You Love Me, Junie Moon.

BASIC READING SKILLS: (05 POINTS)

ndividualized course to help you read with less difficulty.
gned for student for whom reading has never been as easy as
hould or could be.

JOURNALISM: (05 POINTS)

ired of Twig editorial staff writers, and open to any inter-
d student; is a two-semester course covering news-writing,
ure writing, and editorial writing; copy reading and proof-
g; headline writing; make-up; history of American journal-
and background of scholastic journalism.

SOUTHERN LITERATURE: (05 POINTS)

rs principal Southern writers with a special unit on North
lina writers. Course includes reading of certain required
s for seminar or class discussion, other optional, extra-
it books for morning or afternoon discussion with teacher
students, a brief look at Southern history and trends in
hern literature, group presentations of two seminar authors
g any available audio-visual material or dramatic talent.
se will end with preparation of a formal speech to be pre-
ed to class. No textbook. Books available at library and/
aper back book store.

SOUTHERN LITERATURE (05 POINTS)

udy of Southern writers selected for easy and enjoyable
ing. There will be a great deal of group work in discussion
ooks, preparation of bulletin boards, book covers, skits, etc.
c composition and grammar skills will be taught in an occasion-
short paper on books read. No textbook. Books available at
ary and/or paper back book store.

[illegible] NON FICTION: (05 POINTS)

This course deals with the problems and personalities of people through selected essays, biographies, periodicals, historical fiction and propaganda. Emphasis of the difference between fiction and nonfiction will also be included. A project differentiated to class abilities will be assigned on the lives and thoughts of real people who are the subjects of nonfictional works.

[illegible] MASS MEDIA: (05 POINTS)

This course is designed to help the reader develop critical reading, listening, and viewing habits in regard to newspapers, radio, magazines, television, and films. Standard language arts skills are developed while encouraging student to become more discriminating consumers of mass media.

[illegible] BLACK LITERATURE: (05 POINTS)

This course deals with an in depth study of the Black man in America through the reading of selected biographies, autobiographies and novels by and about Black Americans. There are short units of a study poetry, art and music which include the Black man's literary heritage in Africa as well as contemporary composition.

[illegible] THE NOVEL OF THE WESTERN WORLD (05 POINTS)(1 - 3)

This course is to be an intensive study of the novel as a literary form, emphasizing its use in England, France, and Russia. The purpose is to enable the student to gain deeper insights into human experiences and values, to develop the ability to examine a novel according to its internal structure, and to discover the changes that have accured in the novel form during its history. Approximately twelve novels will be studied in depth and/or examined during the semester. Appropriate written and oral discussions will be required. (Not recommended for Sophomores.)

[illegible] THE HERO II (05 POINTS)(3 - 5)

This course is to be a study of types of heroes from early to modern times. Included will be a study of representative works such as folk tales, and other poems, short stories, plays, and short novels. Short written and oral discussions will be included.

[illegible] BASIC COMPOSITION AND READING (05 POINTS)(4 - 5)

This course is designed to teach basic skills of simple composition. Emphasis will be on writing understandable sentences and paragraphs. Grammar will be integrated into the course to improve sentence structure and to serve as a base for improved writing. This course is designed for those students who have had difficulty expressing themselves and have experienced little academic success.

[illegible] HUMANITIES (05 POINTS)(1 - 2)

Selected sophomores form a special two hour class of English and World History, highlighted by reading, field trips, guest speakers, projects, and group work.

[illegible] PEOPLE AND LITERATURE (05 POINTS)(3 - 5)

A humanities course including a study of art, architecture, music, [illegible] and philosophy. Field trips, speakers, projects, and group work will be a complimentary part of this course.

[illegible] DRAMA, COMEDY, AND THE STAGE (05 POINTS)(3 - 5)

A study of musical comedy in the nineteenth and twentieth centuries: Includes reading, writing assignments, acting, and listening. A number of plays will be studied covering the various areas.

[illegible] EARLY ENGLISH LITERATURE SURVEY (05 POINTS)(1 - 3)

An intensive reading and analysis of Chaucer, Boccaccio, Arthurian legends, French romances, and some current critical works concerning the history of the English language.

LOST GENERATION (05 POINTS)(1 - 3)

his is a study of World War I - post World War I culture and vents leading to the alienation of the "Lost Generation" writers. he course includes an in-depth study of Hemingway, the itzgeralds, Malcolm Cowley, poets Cummings, Stein, Dos Passos, art Crane, Ezra Pound, T. S. Eliot, and representative poems rom others. A brief sketch of the growth of the American heatre will be offered, as well as The Dada Movement and the arlem Renaissance. This course will focus upon the essential haracter of the American and the forces that have contributed o the formation of his ideals, goals, and his temperament. Art, ocial mores, philosophical and political tides of the 1920's will e studied. Required novels: The Great Gatsby, A Farewell to rms, and two others of instructor's choice. Required non-fiction: xile's Return, Zelda, and selections from various magazines. quired short stories: the entire books, Babylon Revisited, and e Snows of Kilimanjaro, plus individual stories of instructor's oice. In addition to the required class reading, each student ll be responsible for 300 pages of parallel reading each nine eks as well as a small project on some cultural aspect of the a each nine weeks. Short papers and reports will be assigned roughout the semester.

6 POETRY APPRECIATION (05 POINTS)(1 - 3)

is is a study of selected poetry by major and minor poets from literature. This study will include literary movements and ools as well as various types of poetry such as the ballad, net, limerick, haiku, epic, lyric, narrative, dramatic mono- gue, and others. The importance and use of symbolism, metaphor, mile, meter, and other poetic terms will be studied. Students ll be expected to read background material on poets and their ks, to read numerous poems, to discuss extensively in class poems and poets and their relationships, to write short tical and analytical papers and poetry explications. Students l also be asked to write creatively.